

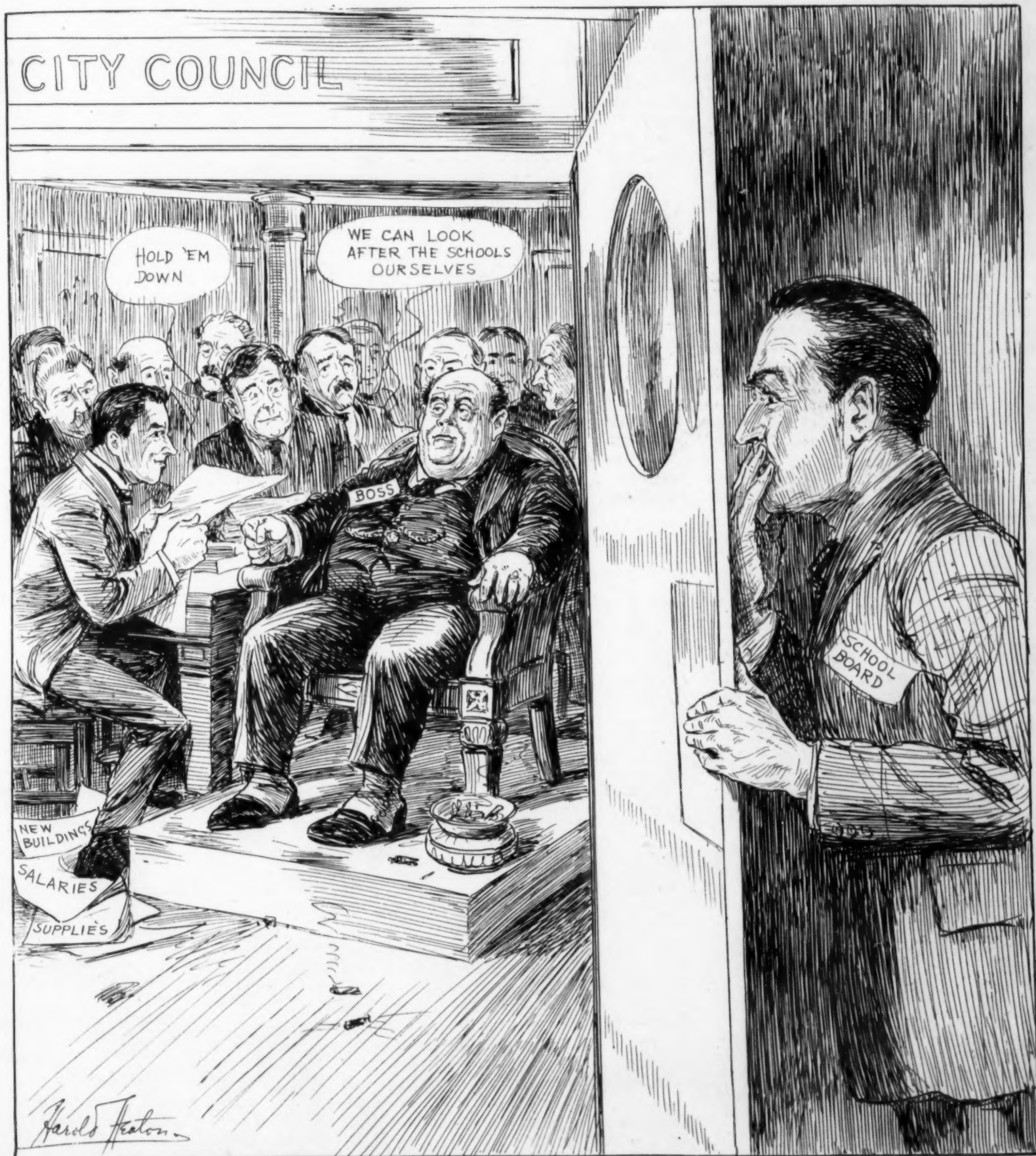
# THE AMERICAN School Board Journal

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WHEN THE SCHOOL BOARD IS NOT FINANCIALLY INDEPENDENT.



# Cardinal School Pests

## I—The Antelope Alibi

John Bangs had never been on the Antelope school board but for a number of years he had had a lot to say about the way things should be done.

He was that way in everything, John was. If a neighbor built a house John would always tell you in strictest confidence,—after the building was finished,—how the said neighbor could have improved on the plans in most all respects. No matter what anybody did John could think a better way to do it—afterwards.

Every member of the Antelope school board agreed that John Bangs should be suppressed. A year ago last spring there was something of a disagreement as to what method of transportation to employ. After a long dispute, in which, let it be said, the trustees did not lose their regard for each other, it was voted to abandon the wagons and to give each pupil coming more than two miles to school a bonus of twenty-five cents a day on condition that each furnish his own transportation. During the winter one little boy got lost in a blizzard and froze his foot.

Those things happen often in this country. Everybody takes the severe winters as a matter of course. No one dreamed of criticising the school board except John Bangs.

"I told 'em they oughtn't let them little fellers drive to school alone. I told 'em they ought to get some of them covered wagons like they got up at Stony Butte. They could've got some of these here charcoal burners and that boy's foot wouldn't have been froze like that. Thi' ought to be a law agin sendin' kids out alone in a country like this. Now if I's one the school board—"

That is only a sample. He has been carrying on like that for a long long time. Some may say nobody would pay any attention to a busybody like him, but they did. I'll say this much for all kinds of gossip trouble breeders. They all have an audience. No matter how little basis they may have for complaint someone is always ready to listen to them and to pass their story along. If you don't believe this you have not been on a school board for a long time. Ask any old member. Ask me.

The school board in Antelope consists of three trustees since it is a third class district. Just before school election last year Charlie Bell announced that under no condition would he run again. The other two members argued with him but his decision was final.

This put an idea into Harvey Biggs's head. He had been chairman of the board so long that he was willing to try anything to get rid of John Bangs, the pest. The scheme was this. Elect John Bangs to the school board and then see if he wouldn't keep still. Harvey Biggs proposed the plan to his colleagues. Among the three of them they drummed up enough votes to put it across. John Bangs was elected school trustee for a term of three years.

They fondly hoped it would work but it certainly did not. In fact just the reverse happened. John's eternal kicks took on an official tone, now that he was on the board. They found, too that he had come to view himself in a far brighter light since the public drafted his services. He took a more active interest in school affairs and worst of all he now had access to all the official doings and thus had a greater list of things to complain about.

Not that John ever tried to oppose his fellow members. At the meetings he was always conservative and never would commit himself to

anything,—that is, until it had been done and the flaws began to appear.

Last summer the Antelope people finally got their bond issue passed, after a close election. The question of locating the new dormitory came before the board. The town was sharply divided on the issue. Some favored the east end, others the west end. It so happened that none of the three members had any interest in the matter at all.

The night they met to decide the matter, Harvey Biggs passed word around that everybody interested should attend the meeting. The room was thrown open to the public and I guess the whole town was there.

For two hours the board listened to the arguments advanced by both parties. Then, after the east enders and the west enders had had their say, Harvey Biggs and Bill Stone the other board member, pulled off a side show on their own account. Harvey favored the east end. Bill, as stoutly stuck for the west end. They argued, swore, and called each other names.

Everyone was shocked for these men had always been the best of friends, and while disagreeing occasionally, as men will, they had always settled their disputes in a gentlemanly way.

The meeting dragged along until past midnight. At last Harvey Biggs arose to his feet.

"You've heard that man, gentlemen. He's a man you can't reason with at all. Now I will never vote for the dormitory on the west end in seven years."

In a second, Bill Stone was on the floor. "I'll never vote for the east end in seventy years," he belowed.

## THE SUPERINTENDENT'S SECRETARY

Evelyn E. Bowen

The helpful secretary to the superintendent of the small school system should be able to do nearly everything that the superintendent himself has to do—and a little more. It is not necessary, usually, that she should have his ability to teach and to criticise teachers, but, on the other hand, she must be expert at type-writing, stenography, and all sorts of mimeograph work, about which the superintendent, as a rule, knows little.

Aside from these mechanical arts, the secretary must have a good command of English, as she is often called upon to compose letters for her employer and others. She must also keep account of considerable sums of money, take charge of thousands of textbooks constantly circulating among the various grade rooms and always be able to tell in what school building each set of books is being used. She should know just what materials are needed and tell the superintendent at the proper time what supplies and how many supplies should be ordered. An ideal secretary should be the superintendent's second memory, looking out for the small details that he may have overlooked, thus giving him more time for study and supervision.

In order to answer the innumerable questions that are asked of the secretary, she must be familiar with the school law of the state and with all the policies of the local board of education.

"Set down there, Bill Stone," Harvey commanded. "You ain't the only member that's got a vote. Here's John Bangs. He hain't said a word all night. Come on now John. What's she goin' to be?"

John Bangs was taken by surprise. He looked for all the world like something caught in a trap. He cast a half beseeching eye toward the hostile members of the school board and then turned toward the spectators as to an unfriendly jury.

"Gimme time," he said plaintively. "I didn't have time to think this over. You gotta give me time."

So the meeting broke up without effect. For three days afterward John entertained partisans at every hour. They met him on the street, and in the stores. Some even came over to his house to argue with him for one side or the other. Life became a burden. He promised his vote both ways a dozen times or more.

After three days of torture, John capitulated. He wired to the county superintendent that he had resigned from the school board.

Some thought and remarked about it afterwards how strange it was that Harvey Biggs and Bill Stone composed their feud so quickly after John Bangs had resigned, for they met in secret session the next day and located the new dormitory on a block close to the middle of town. This time the public was not admitted to the proceedings and if there was any opposition it was contemptuously brushed aside.

John Bangs is happy now that he has become a private citizen again. He rarely discusses school affairs but if you corner him and ask why he resigned he will tell you that "he'd be darned if he'd serve with Harvey Biggs and Bill Stone the way they run things."

A thoro knowledge of all high school subjects is very useful to the secretary. Students frequently ask her for advice and assistance and it is embarrassing to be obliged to admit that she knows nothing of the subject in question. She is often required to make copies of examinations none too plainly written by the teacher. If she has no knowledge of the subject matter, she will frequently find it difficult to decipher the questions.

Not least among the essential qualifications of the secretary is the ability to meet people courteously—even the agents who haunt the office of the superintendent, especially on his busiest days—and to work agreeably with teachers, parents, students, and school board members.

The fact that the superintendent is occasionally absent for days, or even weeks, at a time renders it necessary that the secretary should be able to do the greater part of his work and be familiar with his policy of administration.

Last, but not least, is the necessity for discretion. The average superintendent would prefer a less skillful stenographer whom he could trust never to repeat conversations heard in the office, than the most rapid typist—with a taste for gossip.



# FICTITIOUS PERMANENT SCHOOL FUNDS

Fletcher Harper Swift, Professor of Education, University of Minnesota

### Beginnings of State Endowments.

On May 20th, 1921, will occur the 136th anniversary of the passage of one of the most famous and most significant ordinances ever enacted by the Congress of the United States. It was out of this ordinance of 1785 that arose a national policy which has provided our states with vast endowments for public education. This policy was not, however, positively assured until two years later when Manasseh Cutler, one of the directors of the Ohio Company, held up the Congress of 1787 with the threat to buy land from some individual state unless his demands for school, university and church lands be granted. Congress, badly in need of money and fearful lest Cutler carry out his threat, passed on July 23rd an ordinance authorizing the Board of Treasury to contract for the sale of lands to the Ohio Company on the terms demanded by Cutler, which included the following grants of land: two townships for an institution of higher learning and within each township, one section of land for the ministry and one for schools. Thus began a national policy which has resulted in providing public endowments for common schools in every one of the thirty states carved out of our federal domain.

Each of the remaining eighteen states has created a state endowment or permanent school fund out of sources of its own. These considerations lead naturally to the question what are the sources which our federal government and our states have reserved for these public endowments. We find the reservations in each case fall into two major classes, lands and moneys, which we will now consider in turn.

### Federal Land Endowments.

Some federal lands granted to the states have been given specifically for public schools. Others, swamp lands, salt lands and internal improvement lands, altho not given specifically for schools were granted under terms which made it possible to devote them to permanent state school funds and many a state has done so. Every public land state admitted prior to California, 1850, received from the national government for the support of public schools the section numbered sixteen in each congressional township. California and every subsequently admitted state, except Utah, Arizona and New Mexico received sections sixteen and thirty-six. These three states received sections two and thirty-two as well as sixteen and thirty-six. In addition to township school sections aggregating approximately 68,000,000 acres Congress, under separate acts, has granted public-land states five hundred thousand acres each of public domain to be used for purposes of internal improvement, salt lands aggregating over a half million of acres and swamp lands aggregating more than eighty millions of acres. It should be noted that lands granted as swamp lands sometimes, as in the case of Minnesota, proved to contain rich mineral deposits which made them among the most valuable lands in the state. From these various grants there have been bequeathed in all to our thirty public land states, approximately 106,000 square miles of school lands, 125,000 square miles of swamp lands, 15,000 square miles of internal improvement lands and salt lands. Table I which follows shows the areas granted stated in thousands of acres and thousands of square miles.

Table 1. Federal Lands Available for Public Schools.

Grant	Area in Thousands of	
	Acres	Square miles
I. School Lands, 16th and 36th sections..	67,893 <sup>a</sup>	106 <sup>c</sup>
II. Lands available for schools at state's option.		
Internal improve-		
ment .....	9,500 <sup>b</sup>	14+ <sup>c</sup>
Salt lands .....	606 <sup>b</sup>	0.9+ <sup>c</sup>
Swamp lands ...	80,620 <sup>b</sup>	125+ <sup>c</sup>
	90,726 <sup>c</sup>	141 <sup>c</sup>
Total .....	158,619 <sup>c</sup>	247 <sup>c</sup>

a. Stewart, R. M., Cooperative Methods in the Development of School Support in the United States, p. 35.  
b. Swift, F. H., A History of Public Permanent Common School Funds in the United States, p. 66.  
c. Computed.

### Federal Monies.

National grants of money have never been bestowed upon the states specifically for the purpose of providing public school endowments except where given in lieu of lands, as in the case of Indian territory which received five million dollars when admitted into the union as a part of Oklahoma. Congress has, however, placed at the disposal of the states large funds in the form of loans, reimbursements or gifts which many states did, and which all states receiving them might have established as public school endowments. Thus, in 1837, Congress distributed among the 26 states then constituting the Union, the so-called surplus revenue loan fund or U. S. deposit fund, \$28,000,000 which had accumulated in the national treasury. Altho technically loan, it was assumed that the federal government would never recall it. Alabama, Delaware, Louisiana, Missouri and New York set apart all of their respective quotas as separate permanent school funds or united them with permanent school endowments already existing. Seventeen other states devoted a portion of their quotas to schools. Only four states, Michigan, Mississippi, South Carolina and Virginia appropriated no portion of this grant to education.

Other moneys granted by the federal government available for state school endowments include monies paid as reimbursements for war claims and war taxes and monies derived from what are commonly known as per centum funds or grants. These latter have their origin in a policy adopted by Congress of granting to public land states a certain per cent of the proceeds of the sales of lands belonging to the United States sold after the state's admission into the Union. The proportion granted has varied all the way from two to fifteen per cent. California, Iowa, Kansas, Montana, Nebraska, Nevada, North Dakota, Oregon, South Dakota, Washington, Wisconsin and Wyoming by their constitutions have devoted their per centum funds to the state's public school endowment fund. Previous to 1900, Missouri had added approximately one million dollars to her permanent fund from this source. Of the moneys added to California's perpetual school fund up to June 30, 1910, approximately one-seventh had been derived from her per centum grant. Thus far our account has considered only those states which contained lands owned by the national government. We now turn to the states in which no federal lands lay and which consequently were obliged to build up permanent school funds out of state lands and monies and federal monies.

### School Endowments of State Origin.

The District of Columbia as such appears never to have had a permanent school fund, altho the city of Washington as early as 1826 created a permanent fund for the support of two charity schools. Texas entered the Union possessed of a rich and vast domain of her own, out of which she made generous reservations for schools. The remaining seventeen states have at one time or another, either devoted state lands or monies or sources of monies to the creation of a state permanent school fund. It is impossible at the present time and it is doubtful if it will ever be possible to give any complete statement of the sources of state origin devoted to permanent school funds and the monies derived therefrom. State lands and appropriations have perhaps been the most commonly employed sources. An incomplete record for six of the eighteen states under our immediate consideration shows over fifty million acres of state land devoted to permanent school funds. Georgia, in 1817, by an appropriation of two hundred and fifty thousand dollars, and Rhode Island, in 1828, by an appropriation of five thousand dollars established their first permanent school funds. Massachusetts from 1894 to 1905, appropriated annually one hundred thousand dollars to be added to the principal of her state permanent school fund. Table 2, which follows, shows typical state sources which have been devoted to the establishment of such public endowments and some of the states employing the same. Table 3 shows the more important sources of permanent public school funds in eighteen states which received no federal land grants for schools. It will be evident that the sources listed in Table 2 have been employed in states other than the eighteen that we are now considering. This is strikingly the case with respect to escheats, bank taxes and bank stock. Table 3 does not attempt to include any statement of the sources reserved by law for providing monies. It merely shows the acreage and the monies. Where acreage is indicated the proceeds received from the sales of the lands have not been stated as to have done this would have duplicated the sources concerned.

Table 2. Typical State. Sources of Permanent Public School Funds and Some of the States Employing the Same.\*

State Sources	States <sup>b</sup>
Lands	1. Conn., 2. Me., 3. Mass., 4. N. Y., 5. Penn., 6. Texas. Aggregate area devoted, 50,194,684 acres. <sup>c</sup>
Appropriations	7. Ga., 8. N. H., 9. N. J., 10. N. C. Area devoted by 7-10: unknown.
Bank Stock	Ga., Mass., N. H., N. J., R. I., Vt.
Bank Tax	Ind., Ky., N. J., N. C., Tenn., Vt.
Escheats	Ind., Md., Vt.
Fines	21 states.
License Fees	Ind., Tenn., Va.
U. S. Debts to State	Del., R. I., Vt.
State Tax	Mass., Vt.
	N. J., 1817, 10% of all state revenues.

a. Compiled from Swift, F. H., A History of Public Permanent Common School Funds in the United States, Chapter IV.  
b. No complete statement either of sources or of the states employing them is possible.  
c. Computed from Swift, op. cit., see below Table 3.



Table 3. Major Sources of Permanent Public School Funds in Eighteen States which Received no Federal School Land Grants.\*

States	State Lands (acres)	State Monies	Federal Monies
1. Conn. ....	3,000,000	.....	\$ 764,670
2. Del. ....	.....	\$ 601,389	286,751
3. Ga. ....	b	750,000	350,000
4. Ky. ....	.....	938,786	1,456,641
5. Me. ....	1,081,625	.....	.....
6. Md. ....	b	.....	851,366
7. Mass. ....	3,500,000	1,336,730	3,152,434
8. N. H. ....	e	89,000	669,086
9. N. J. ....	d	72,076	779,670
10. N. Y. ....	500,000	109,190	5,079,578
11. N. C. ....	b	600,000	1,333,727
12. Penn. ....	60,000	.....	500,000
13. R. I. ....	.....	16,192	386,611
14. S. C. ....	b	.....	.....
15. Texas ....	42,053,059*	4,000,000	.....
16. Vt. ....	b	451,131	669,086
17. Va. ....	.....	1,877,364	.....
18. W. Va. ....	.....	839,022†	.....

\$11,680,880

Deduct for duplication 839,022†

Total..... 50,194,684 \$10,841,858 \$16,279,620 (78,429 sq. mi.)

Total State and Federal Monies...\$27,121,478

a. Based upon accounts given in separate chapters in Swift, F. H., A History of Public Permanent Common School Funds in the United States.

b. Lands were reserved but no record of area is available.

c. In 1867, reserved "all wild lands;" no report of area is available. \$89,000 reported here includes \$25,000 derived from sales of wild lands.

d. "Riparian lands," all lands now or formerly lying under water; an indefinite grant. Swift, op. cit., p. 344.

e. Includes 4,162,230 A. of county school lands. f. Taken from Virginia permanent fund and must therefore be deducted in determining the total.

#### A Nation's Dream of Endowed Schools.

Whether the major portion of the honorable gentlemen sitting in Congress in the years 1785 and 1787 were moved chiefly by mercenary motives or by educational zeal, the fact remains that there were undoubtedly in the national legislature men who realized the crucial importance to a democracy of free and universal education. No doubt one or more among them dreamed of a nation insured against ignorance and concomitant social disorder, by a network of schools supported by endowments so vast as to make unnecessary any taxation for school support. No matter how unwarranted such a dream may appear today this certainly is what Connecticut expected to realize from her state permanent fund created out of the 3,300,000 acres claimed in Ohio. It has been pointed out that no record exists of many large amounts of federal and state moneys and lands reserved for state permanent school funds. It is therefore clearly impossible to estimate within many millions of dollars, the value of the total amount of lands and moneys which have been reserved for such funds. Nevertheless it may not be without interest to attempt some sort of an answer, however hypothetical, to the question, What endowments ought our states to have realized, from the moneys and lands available for permanent school funds? In answering this question an attempt will be made to show, first, the aggregate potential value of these endowments based upon the value of the funds and lands appropriated by the states and by the nation specifically for public schools; second, the funds which might have been realized if to the above valuation be added that of those federal lands and moneys which some states did and which all states receiving them might have devoted to their permanent school funds.

In making this estimate we shall adopt ten dollars per acre as the average valuation of federal lands.<sup>1</sup> With these considerations in

<sup>1</sup>It may be objected that ten dollars an acre is too high a price. The reasons for adopting this price would be presented if space permitted.

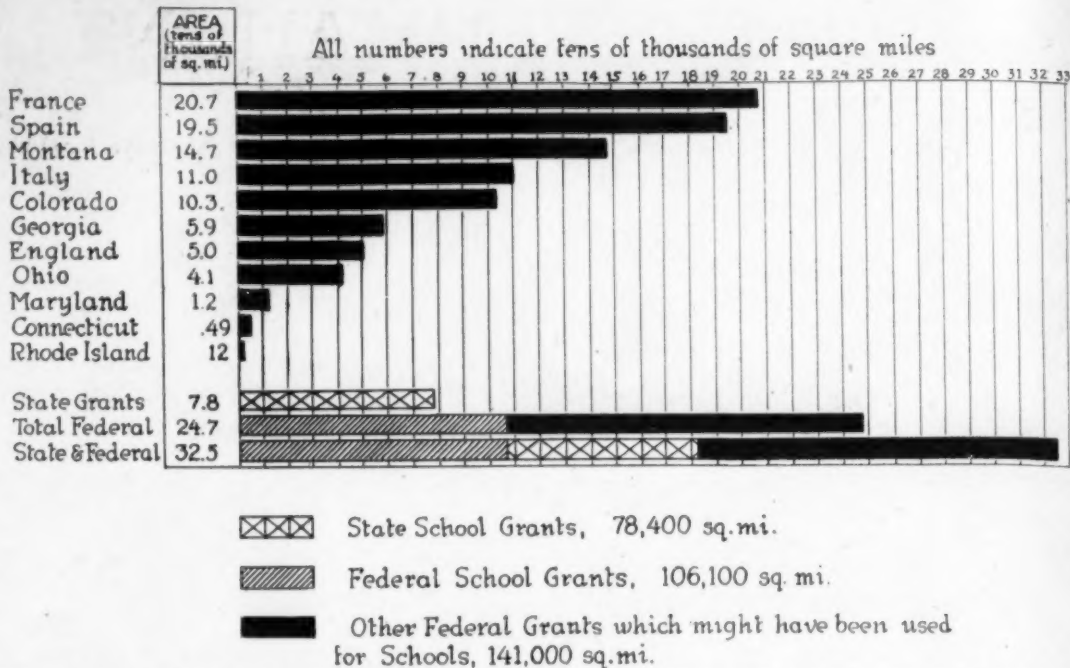


FIG. 1. RELATION OF AREA OF AMERICAN SCHOOL LANDS TO TOTAL AREA OF EUROPEAN COUNTRIES.

mind we may now turn to Table 4 which although far from showing all lands and moneys devoted to state endowments and which is therefore far from being complete, is not entirely without value.

Table 4. Potential State Endowments for Schools.

	Lands, thousands in millions of acres	Value of monies and lands in millions of dollars
I. Lands and monies granted specifically for permanent school funds.		
State <sup>a</sup>		
(1) Lands .....	50,194	501.9
(2) Monies .....		10.8
Federal <sup>b</sup>		
(3) Township lands..	67,893	678.9
Total.....	118,087*	1,191.6
II. Federal grants. Used in part for schools and all of which might have been devoted to permanent public school funds.		
Lands		
Salt, swamp, internal improvement .....	90,726	907.3
Monies		
Per centum grants.....		d
War refunds .....		d
1837 Surplus revenue.....		28.
Grand Total.....	208,813†	2,126.9

a. Data taken from Table 3 above. Several state sources are named in Table 2 above, proceeds of which are not included in amounts given in Tables 3 and 4.

b. Data taken from Table 1. above. Some states used these to create township funds.

c. Lands estimated at \$10.00 per acre.

d. Not ascertained.

e. Equals 154,510.9 sq. mi.

f. Equals 326,270.3 sq. mi.

Large as are the fortunes hypothesized by Table 4 they represent only a part of the vast funds which might have been. In the estimates just given no account whatever is taken of the millions of dollars accruing from federal per centum grants, nor of vast areas of land once reserved for schools but now lost to all record. In order to realize more fully what our public endowment for common schools might have been, we may compare the aggregate area of the lands reserved by our federal and state governments with the area of certain foreign countries and certain states. This comparison is presented numerically in Table 5 and graphically in Figure 1.

From Tables 1 and 5 and Figure 1 we see that the state lands reserved for schools by Connecticut, Maine, Massachusetts, New York, Pennsylvania and Texas aggregated an area (78,400 sq. mi.)<sup>2</sup> more than twice as large as Indiana

<sup>2</sup>See Table 1, opposite page.

(36,000 sq. mi.). The domain granted specifically for schools by our national government (106,000 sq. mi.) to its thirty public land states was nearly as large as Italy, more than twice as large as England, more than eight times as large

Table 5. Total Actual and Possible School Domain of 36 States\* Compared With Area of Certain States and Countries.

(All numbers indicate thousands of square miles.)

	School Lands	Lands which might have been used for schools
Federal .....	106.1	
State .....	78.4*	
Total.....	184.5 <sup>b</sup>	325.5 <sup>c</sup>
Countries and States selected for comparison		Area in thousands square miles <sup>d</sup>
England .....		50.
Italy .....		110.
Spain .....		195.
France .....		207.
Rhode Island .....		1.2
Connecticut .....		4.9
Maryland .....		12.
Ohio .....		41.
Georgia .....		59.
Colorado .....		103.
Montana .....		147.

a. Thirty public land states and Conn., Me., Mass., N. Y., Penn. and Texas. See above Tables 1 and 3.

b. Includes 106,100 sq. mi. of 16th and 36th Section township school lands and 78,400 sq. mi. of state lands reserved by states. See above tables 1 and 3.

c. Including lands indicated in note b and 141,000 sq. mi. of swamp, salt, and internal improvement lands. See above table 1.

d. All areas taken from the century dictionary and cyclopedia, vol. xii, atlas.

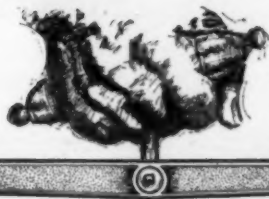
e. To this area should be added the unknown area of school grants in the following states: Penn. grant 1831; Georgia, 1818; Me., 1868; grants by N. J. and N. C. See Swift op. cited., p. 85.

as Maryland and more than twenty-one times as large as Connecticut.

Even more startling are the findings reached when we compare the nations and the states selected with a total federal area which might have been devoted to schools. This potential school land empire of 247,000 square miles<sup>a</sup> is larger than England and Spain combined, more than twice as large as Italy and nearly five times as large as England. It would have made fifty states the size of Connecticut besides leaving 3,000 square miles for a federal district, which would have been therefore approximately three times as large as the present District of Columbia. Finally, we discover that the total area of all state and federal grants included in Table 5 which might have been devoted to schools exceeds 325,000 square miles. This is a domain large enough to have made an Italy, a France and almost two Connecticuts. Out of it might have been carved three Italies, or six Englands, three Colorados, eight Ohios or 65

(Continued on Page 112)





# Merit and Other Factors in Teachers' Salary Schedules

Bruce M. Watson, Secretary of the Public Education and Child Labor Association of Pennsylvania



In this study, the aim has been to find out the practice of the larger cities and towns of the country in the formation and administration of teachers' salary schedules, to discover the principles underlying the different schedules and the factors contributing to their success or failure, and to make helpful generalizations concerning this problem of school administration.

To obtain first hand information, a questionnaire was sent to over one hundred cities. Returns came from eighty cities—enough to make a fairly representative basis.

## The Merit Factor.

The answers indicate that there is a wide difference of understanding as to what constitutes a merit factor. Some superintendents regard salaries as on a merit basis when there is one schedule for teachers with no preparation beyond the high school, another for normal graduates, another for college graduates, and so on.

Another rather common assumption is that the element of merit attaches to a schedule that provides an increase in salary for attendance on college or normal school courses, while in service or during summer vacations.

Both of these devices have some advantages. In either, the facts upon which a given teacher's salary depends may be determined by official records of the institutions attended. They are impersonal. They do not depend upon any person's opinion or judgment. They are fool proof. Their administration involves no more brain work than does the measurement of cloth with a yard stick. It requires much less brain work than the management of the heating plant in a country school.

Neither of these devices does more than to classify teachers in groups. Neither is based on any test of actual accomplishment. The application of either may award a higher salary to one teacher than to another better teacher in the next room doing exactly the same grade of work.

The motive behind the adoption of these devices seems to be a more or less conscious desire on the part of school officers to satisfy the demand that the dead level of uniform wage scales shall be broken up, at the same time to avoid the charge of injustice that is inevitable when anybody's personal estimate becomes a factor in appraising the relative money values of several teachers' services.

The only recognition of merit accomplished by the plans mentioned above is the division by two, three, or some other number, of the range of injustice inherent in a uniform flat schedule. These plans merely substitute a number of flat schedules, dividing the large group of salaries into several smaller flat schedule groups. They are no different in quality, and are but slightly different in degree of crudeness from the single flat schedule.

Courses in college or normal school while in service, or even before service, may or may not be an evidence of increased efficiency. If taken

voluntarily, without direct financial appeal, they are suggestive of professional spirit and progressiveness. As a requirement of the school board, as a condition precedent to advancement on the salary schedule, or as the consideration for a stipulated bonus, they are entitled to but little weight. They prove nothing more professionally tangible than a very human desire to obtain more money. They may be among the many possible instruments of professional growth. But before being so designated, and paid for in cold cash, they should be shown in every case to have functioned in the teacher's better service to the school.

Superintendent E. C. Broome of Philadelphia discusses this thought as follows: "I am a firm believer in professional study; but I dislike to put a definite money valuation upon it. Many so-called pedagogical courses are hollow in substance, and uninspiring, and tend to contract rather than to expand one's professional horizon. I suspect I have given some of them. I know I have taken them. On the other hand many courses are nourishing and stimulating. No particular institution is a guarantee of quality. What is wanted is growth, and no particular courses can guarantee this result, though the best ones help greatly, especially on the technical side."

Sixty-four cities reported on courses taken in college or normal school during service. These courses—

In 27 cities are not reflected in salary of teachers.

In twelve they advance the teacher the equivalent of a certain number of years' experience.

In seven they count in promotion of teachers.

In five they are a factor in efficiency rating.

In one they are mandatory.

In one they increase the salary when definitely reflected in work of the teacher.

In ten they gain specific salary advances, such as,

\$60 for A. B. degree.

\$120 for A. M. degree.

\$100 for six credits.

(5% increase for each course).

\$300 for two years' college work.

\$25 for each six weeks.

\$50 for one hundred fifty college hours.

\$50 flat increase.

In one the matter is under consideration.

## Annual Increase Conditioned on Favorable Report.

In about one-half of the cities reporting, there is a practice of rating teachers annually by a composite grade determined usually by the superintendent, the principal and the supervisors. In some of these cities, this grading is merely the instrument of "keeping tab" on the efficiency of teachers, stimulating a systematic study of the teachers' work by supervising officers, and by the teachers themselves, but has no bearing upon the salary of the teacher.

In a few cities, the annual schedule increase

in salary is made dependent on a favorable report from the superintendent upon the teacher's work. Here the superintendent's report is generally a composite of his own estimate with those of principals and supervisors.

This plan possesses in slight degree the element of merit. It is negative rather than positive in its suggestion. It functions thru punishment rather than thru reward. It ceases to operate as soon as the teacher has reached the maximum for years of service. Assuming that the grading is accurate, it still permits some teachers to draw higher salaries than others who are doing better work, and at best it merely places teachers in several merit groups and fails to reach a standard of merit for individuals.

## What Is a Merit Schedule?

A real merit device must be one that leaves no factor to be assumed; as, for instance, it is sometimes assumed that a college graduate is worth more than a normal school graduate; that a teacher of four years' experience is better than one of three years' experience; that a teacher who went to summer school last summer is earning more than a teacher who clerked in a department store last summer. In other words, any element of experience, study, or natural ability should be made to function in actual teaching performance before it can be fairly classed as a merit factor in determining salary rating. That being provided there remains but one variable, namely, the process of judging the teaching performance. And in the term *teaching performance* is included those more or less elusive elements of unconscious tuition, influence in the school and community, loyalty, co-operation, etc., usually enumerated in the various teacher rating cards. It follows as a corollary to this proposition that a real merit schedule evaluates teachers as individuals and not as groups.

According to this definition of the element of merit in teachers' salary schedules, only one city among those returning the questionnaire reported a plan that can properly claim the designation of a merit plan. That city is Evansville, Indiana.

## The Evansville Plan.

In this plan, teachers are marked on six points:

1. Preparation.
2. Success with pupils.
3. Attitude toward work.
4. Professional spirit.
5. Technical skill in teaching.
6. Health, energy and personality.

There are five different marks in each of these points, namely, poor, fair, good, very good, excellent.

The lowest grade given is seventy per cent, which is the grade of a teacher marked *poor* in each of the six points. This per cent is increased by two for each *fair*, three for each *good*, four for each *very good*, and five for each *excellent*. A teacher receiving six *excellents* is



marked one hundred. If the maximum salary is \$1,500, that is her salary. If a teacher receives one poor, three fairs, one very good, and one excellent, her mark is seventy plus six, plus nine, plus five, or ninety per cent, and her salary is ninety per cent of \$1,500 or \$1,350. If a teacher is graded poor in each of the six points, her salary is seventy per cent of \$1,500, or \$1,050.

These examples illustrate the theory of absolute merit in adaptation of a basic scale to individuals of the class of teachers for whom that basic scale is designed. There are also modifications for experience, for various grades of preparation, etc., as well as different basic scales for grade teachers, high school teachers, special teachers, and the like.

How near this approaches to absolute justice depends upon several variable factors, for example:

1. Whether or not the list of "points" on which teachers are judged includes all of the elements that contribute to varying values in a teacher's service. (A circular accompanying the record blanks indicates quite definitely the items to be covered by each point, and seems to be sufficiently comprehensive and explicit).

2. Whether or not all of these "points" are of equal value. (They are given equal weight in the rating).

3. The degree of fallibility in those who judge. (These are usually, principals, supervisors and superintendents. Unless all teachers of a group are judged by the same persons, the difference in standards or ability of the judges would introduce an element of inequity).

#### Difficulties With Merit Schedules.

In response to the question, "What, in your judgment, are the greatest difficulties in administering a salary schedule based on merit?" 26 reports say that "teachers do not accept the ratings as just." This is the greatest number agreeing upon any one answer. From this number they range as follows:

Impossibility of doing real justice.....	20
Judgments are personal guesses rather than scientific measurements .....	5
School board will not accept rating given....	2
Petty school politics .....	2
Lack of backbone on the part of superintendents, principals and school boards.....	2
Influence used on school boards.....	2
Friends! Friends! .....	2
Inadequate supervision .....	2
It is not practical.....	1
It can't be done!.....	1
Causes friction between teachers and superintendent .....	1
Difficulty of getting all elements to cooperate. 1	
We don't try it.....	1
The better teachers don't support it.....	1
Inertia .....	1
Too complex .....	1
Publicity .....	1
No trouble here.....	3

(A careful examination of the schedules in these three cities fails to disclose any real element of merit).

#### Cities That Have Tried and Abandoned a Merit Schedule.

According to testimony of the eighty superintendents, nine cities have tried out a merit schedule and have abandoned it for one or more of the reasons given above.

Ten cities claim to have satisfactory merit systems now in operation. In most of these cases it is difficult to discover any real element of merit by examination of the schedules submitted. That is to say, the schedules are group schedules, whereby the individual teacher's salary is not determined by an evaluation of her individual work.

Some of the comments are interesting.

Mr. T.—"I wish I did know such a community. It would help us here in B—."

Mr. H.—"My conclusion is getting to be that

a straight seniority salary schedule would bring least trouble, having but a narrow range from minimum to maximum, letting the reward of merit be glory."

Mr. S.—"When scientific measurement of teaching is possible, rating of teachers on merit will be possible."

Mr. C.—"I would not consider length of service or years of preparation, a part of a merit system. They should be a part of a rating scheme, however. But a rating scheme based on merit can not at present be used to base salary schedules on."

Mr. M.—"The merit system is the only one theoretically possible, and yet the most hopelessly muddled. There are too many unknown and indeterminate quantities in the problem to keep very many people at the solution."

Mr. T.—"We tried it in W—and abandoned it because so much disturbance was created."

Dr.—professor of educational administration in one of the leading teachers' colleges says, "I do not know of any large city in which this kind of a salary schedule is now in force. The only large city in which I have known a schedule of this sort to be worked out was Baltimore. The scheme proved a failure there, because of a revolt of the teachers and the community against the promotional examinations which supposedly determined merit, and actually determined salaries. I do not believe that in any large city in the country a plan for merit salary schedule can be made successful."

Mr. B.—"I do not know where a strict merit system is in operation. There are many systems which arrange a series of more or less automatic steps in a promotion scheme, depending largely upon preparation and experience."

Mr. M.—"It can not be satisfactory until some scientific method is evolved."

Mr. T.—"I am too young as a superintendent to be of much value to you in the solution of so complex a problem. Teachers that I thought inferior in many respects, when studied from pupils' viewpoint, gave my professional judgment quite a shock."

#### The Crux of the Merit Problem.

Treating the question of merit schedules from an administrative standpoint let us inquire what are the basic reasons for desiring such a schedule. There are two principal reasons, namely:

1. To secure the best possible service from a teaching corps, to the end that pupils may reap the benefit.

2. To satisfy a more or less academic desire for abstract justice in dealing with teachers.

That the first of these should be the controlling one will hardly be disputed. If a strict merit schedule can accomplish this purpose, it must do so by establishing a conviction in the minds of teachers generally that their financial rewards are determined by their achievements, and that their achievements are accurately and honestly appraised. Such appraisal and its functioning to the ultimate benefit of the boys and girls and the community must presuppose the following conditions:

1. An accurate method of judging the services of teachers.

2. Perfect honesty and freedom from prejudice on the part of those applying the method.

3. The judging of all the teachers to be done by the same persons.

4. Acceptance of the judgment rendered as fair and accurate by the teachers judged.

Lacking any one of these conditions, the merit system fails. Manifestly, up to the present time, this combination has been produced in but few if any American cities and towns.

Let us suppose that in any school system it should be found possible to have all the teachers

judged by the same persons, of perfect honesty, and free from prejudice, by a scientifically accurate method. If the resulting salary adjustments were not accepted by the teachers as fair and accurate, the resulting jealousy and dissatisfaction would act as a bar to the ambition and progressiveness which spur teachers to their highest achievement.

#### Other Factors in Schedule Making.

There are several additional factors that must be considered in every salary schedule. Perhaps the most fundamental is that of the gross amount to be expended in salaries. This should be the highest amount that the community can be made to endorse cheerfully. Whenever teachers are chosen with the sole aim of procuring the best to be obtained for the money available the potential quality of the teaching force will be in direct ratio to the amount paid out in salaries. Then the actual return for the money expended will be determined by the skillful management and leadership of the teaching force. The manner of distributing the salary budget will have considerable bearing upon the success of this management and leadership.

#### Equality of Salaries for Men and Women.

All but seventeen of the eighty cities reporting are committed to the principle of equal salaries for men and women in identical positions. Comments from cities not having equal salaries are interesting. Several cities subscribing to the equal salary principle make a more or less artificial distinction between men's and women's work by creating titles and appointing men to positions having those titles, to which higher salaries are attached. The reason given is that this is necessary if qualified men in sufficient number are to be secured.

Some reasons for not adopting equal salaries are as follows:

Mr. E.—"Because the funds available will not permit us to pay the large number of women employed here the salaries that must be paid to secure the small number of men that we must have."

Mr. J.—"In theory, yes. In practice, no. A man will not stay on the job long enough to work up to the higher salaries. He must be boosted more rapidly than the women."

Mr. W.—"It is regarded as necessary to include a few men in the corps; and according to the principles of supply and demand it is necessary to either employ men inferior to women or to pay higher salaries in order to secure satisfactory men. This argument, if honestly and consistently carried out, leads to an inevitable conclusion. A summary of my attitude is, first, that women, rather than men, should be employed at good salaries for all work in which the matter of sex has no bearing; and, second, that where men are required the salaries should be high enough to secure good ones. If these salaries are higher than it is necessary to pay to secure good women, some difference in salaries seems inevitable."

Mr. C.—"Demand and supply shade any schedule."

#### Ratio of High School Salaries to Elementary School Salaries.

Nineteen of the eighty superintendents think that there should be no difference between the salaries of high school teachers and those of elementary school teachers having equal preparation. Some would make the difference from \$200 to \$500; and one would make a difference of six per cent of the different cost of preparation. The favorite ratio is that of four to three.

Superintendent Kern, of Walla Walla, says, "The problems confronting the grade and the high school teacher are vastly different. In spite of much nebulous thinking and senti-



mental sophistry, our high schools will continue to pay higher salaries than our elementary schools."

#### College Graduates in Elementary Schools.

The implication that a grade teacher having a college degree should be paid the same salary whether employed in the grades or in the high school raises the question whether or not the grade teacher with college preparation does better work than the grade teacher with normal school preparation. On this point seven superintendents say frankly that they do not know; 25 say she does, though most of these answers are qualified by such terms as: "other things being equal," "on an average," "if they have had normal training," "after three years," "with exceptions," "I think so," "in general," "theoretically," "unless lacking professional qualifications," "probably in higher grades," "obviously yes." It is evident that these answers are mostly expressions of arbitrary opinion as to what ought to be the case, rather than conclusions based upon actual observation.

Twenty-eight are sure that she does not, and two are sure that it often happens that the college graduate's work in the grades is poorer than that of other teachers.

Evidently there has never been a sufficiently complete study of the relative values of college training and other training for grade work to justify an arbitrary rule that a college degree shall carry a high school teacher's salary for a teacher working in the grades.

#### Salary Variation According to Grades Taught.

On this point the testimony is overwhelmingly negative. There is some sentiment for higher salaries to seventh and eighth grade teachers, and a very little for higher salary to first grade teachers. One superintendent would pay lower salaries to second, third and fourth grade teachers.

#### Summary.

Accepting the facts herein recorded as fairly representative of the experience in schedule making in the various cities of the country, certain inferences are warranted.

1. Until more exact and scientific methods of measuring teacher values have been developed, and have been generally accepted as giving correct results, a strict merit system of fixing teachers' salaries can not be safely recommended for general adoption.

2. It is perfectly feasible to set high standards of scholarship, preparation and experience as conditions of eligibility for teachers entering service in any school system. From the number available of those who can qualify under standards so fixed, those of greatest promise may safely be chosen on a strict merit basis according to (a) documentary evidence, (b) personal judgment, (c) conclusions from personal observation by those making the selection, (d) other factors that every good superintendent considers in selecting teachers.

3. After having been selected, teachers of a given group should have their salaries graded for a comparatively brief period, according to experience. Since a teacher's maximum classroom efficiency is reached at a comparatively early age, this period of salary increase should not be great—possibly not more than five or six years.

4. Teachers fit to remain in the service should receive salary increases automatically up to the limit for experience.

5. Courses taken or degrees earned, as evidence of progressiveness, should have recognition in promotion to higher positions; but specific salary allowances, given automatically for such courses or degrees work injustice among teachers and defeat their purpose. Such

courses should be translated into efficiency before being paid for in cash.

6. After a teacher has once qualified for entrance to any school system, his promotion to higher positions should be conditioned absolutely on merit, subject to no bar by lack of degrees or other scholastic requirements. This is the rule in all other professions.

To illustrate: For the protection of the public, one must pass the bar examination before being trusted with practice of law. But having once so qualified, he may, by fair competition, win the highest honors and rewards of his profession without further test other than that of actual accomplishment. So, in medicine, the young man or woman may not be turned loose to practice upon human bodies without a legal minimum of training and special study. But once having been admitted to such practice, no one may refuse him the highest honor and fees which his skill may win. So with the engineer, the accountant, the architect, the dentist. No one may ask where he studied or what courses or degrees he has won. His work is conclusive evidence of fitness.

7. As to differences in salary based on grades taught, the evidence is far from conclusive. That the weaker or less ambitious teachers often drift into grades two to four or five is a fact familiar to most superintendents. That this is an evil, few will dispute. If salaries in these grades are lowered the tendency will be to accentuate the evil, for the stronger and more ambitious teachers will naturally seek, and be given, the better paying positions.

Possibly this drift to the middle and lower grades above the first may be explained by the fact that the weakness of the teacher there may be less conspicuous, though no less deplorable, than in the other grades.

In the first grade, all work is new. The amount of the teacher's accomplishment is most apparent. If one first grade class reads twice as well as another, the first teacher has shown skill and the other has shown lack of skill. These little tots are just beginning their various subjects and the beginnings are always difficult. Only skillful teaching will produce results. In the following three or four grades the

subjects are continued, and children by practice grow more efficient even with indifferent teaching. At least teaching inefficiency becomes less noticeable there.

In the higher grades, children are approaching their maximum mental strength. Some of them grade higher, in a mental test, than some teachers. Hence these grades must have teachers of strong mentality. Teachers of the higher grade subjects, too, deal with a wider range of subject matter. So principals and superintendents are tempted to assign to upper grades teachers of greater mentality, wider knowledge, and more forceful character.

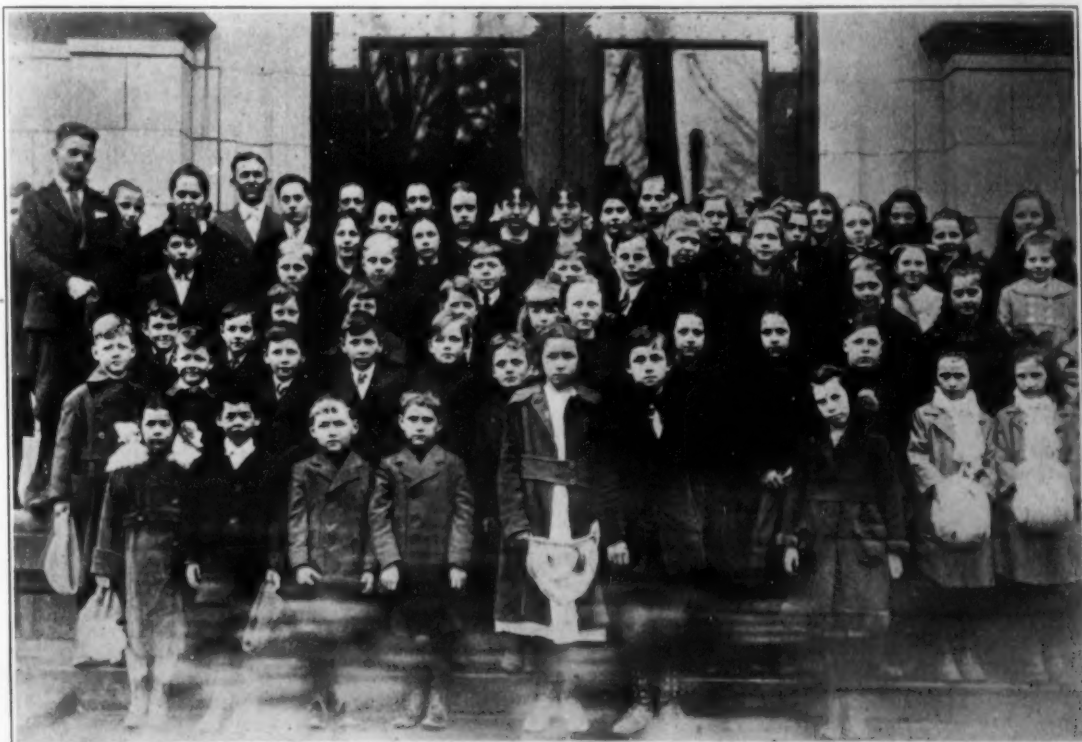
It does not follow, however, that stronger and more skillful teachers who work in grades two to five earn less because of being in those grades, or that children of those grades are less entitled or less responsive to good teaching than children of other grades.

8. As to "equal salaries for equal work," however debatable may be the question or fundamentally unsound may be the slogan as applied to salaries of men, compared with salaries of women in school work, it may be accepted as a fact that the country is headed that way with an irresistible momentum.

At the same time it is a startling fact that the number of men has dwindled from 47 per cent of the entire teaching force in 1870 to sixteen per cent in 1920. Better have no men than a puny group of weaklings. If we are to have real male men in the schools—men strong of character, of mind, and of body—they must be paid a man's wage. And a man's wage, as long as society stands, will be a family wage. By the law of supply and demand that proposition is true generally. By the law of individual justice, the man teacher's wife and children are as deserving of food, clothing and shelter as is the woman teacher.

9. Sizes of classes are varied in the distribution among teachers at any one time, and in the case of a single teacher at various times. In any well regulated school system this problem can be handled so as to work no great injustice without disturbing the salary schedule.

(Concluded on Page 112)



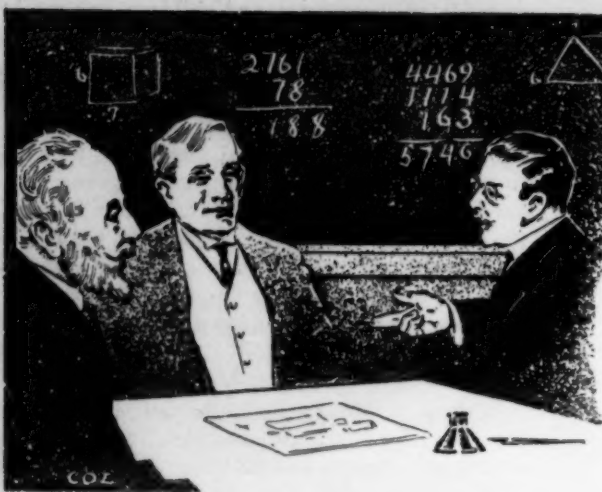
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#### THEY ALL CAME IN PAIRS—THESE SIXTY CHILDREN.

Prof. Curtis Merriman, of Cheney State Normal School, Cheney, Wash., has been making a study of twins. Recently he gathered together these thirty pairs of twins from the Spokane public schools and put them through mental tests. They passed the mental tests for children of their age with flying colors, proving that twins, as such, are of excellent intelligence.

In three of the pairs shown here one twin was right handed and the other left handed. Sex apparently had nothing to do with this difference, as one pair was of boys, another of girls, and the third a boy and girl.





## "When Doctors Disagree."

A Superintendent's Wife

"To fight or not to fight," that is often the question. In school matters the decision is doubly important, because when school men come to a deadlock the pupils get the reaction; they are the ones who suffer. "One of the most serious things that can happen is a school quarrel,—it hazards the children, for whom the schools are maintained," is the warning of a man who, as state superintendent, has had ample opportunity to observe.

A recent issue of the School Board Journal (December, 1920) contained a cartoon entitled "The Modern School Board Row," which stressed the idea that the board is setting the pupils a poor example of conduct. The same cartoon admirably illustrates the fact that as long as quarrelling school heads block the doorway (really or figuratively), the pupils can not enter.

There are times, when a principle is at stake, when a stiff, determined fight is the only way to secure justice, but these times are rare.

It is easy for a board member or a superintendent to stand on his dignity, assert his authority, and by giving free rein to his temper and his tongue, "shut up the other fellow." It is easy, too easy to be quite worth the doing; but it is expensive to every one concerned. For one thing, the person who was shut up, seldom stays shut. Sometime, somewhere, he makes up for all the time he has lost, with interest, and where he can do most harm.

A man who spent many years in public life said, "In the course of my observations these disputing, contradicting, and confuting people are generally unfortunate in their affairs. They get victory sometimes, but they never get good will, which would be of more use to them." Senator Hoar, in his memorial to Cushman K. Davis said, "One secret of his great popularity was that he never debated. He rarely answered other men's arguments, never with warmth or heat."

A slight concession on each side,—that is all that is necessary. When you set out to go down town you meet people who are coming up town, others who are going in the same direction you are, but at a different pace. Wouldn't you be foolish if you determined not to deviate one inch, but walked squarely into them? You yield several inches, they do the same, and you go on your way. You did not give up your purpose to go down town, but you did not quarrel with them because they went up town. How much would have been gained if you had stopped and harangued each other, holding up traffic meanwhile? When you arrive at the committee room you find that, while you travelled south, A travelled east, B west, C north, yet all arrived at the same place, with the same purpose in view.

Life is only a longer journey down town.

It is strange that we frequently associate the

idea of weakness or yielding with the word *compromise*, when "Compromise often means simply respect for the opinion of others." Anybody can fight. It takes strong men to compromise, strong men to see the wisdom of compromise. Cecil Rhodes was surely not a weakling, yet his biographer says "He always preferred *managing* men and communities, to fighting them." This did not result from cowardice but from the breadth of his nature and the openness of his mind, and his conviction that it was better in nine cases out of ten to "reason out" an issue quietly than to fight it out.

Henry Clay would scarcely be termed a coward, yet he was "the great pacificator." George Washington labored unceasingly for compromise in the Constitutional Convention, and it is largely because he would not let the members waste their time and strength in fighting, that they accomplished their important work. The Constitution of the United States, than which the pen of man never wrote anything nobler, is the result of compromise from beginning to end. Could it possibly be as strong if one mind, unchallenged, had evolved it?

"Fifty-four forty or fight" was the slogan of uncompromising thousands; but one strong man came forward and, by judicious compromise saved us from war.

To refuse to compromise is un-American.

President Eliot said on his seventieth birthday that the secret of his accomplishment was

### BOYHOOD PHILOSOPHY.

Frances Wright Turner.

I don't mind school in winter—much,  
But when May comes along,  
An' everything's a'gettin' green,  
An' trout-brooks have a silver sheen,  
An' you can hear the first bird song,  
Why—days in school seem AWFUL long.

Then teacher opens wide the doors  
So you can just look out, and see  
The sunshine gold on everything,  
The blossoms on the apple-trees;  
An' FEEL the gladness of the spring;  
The swallows flying in the breeze.

Then lesson-books seem far away  
Till you forget that you're in school,  
An' dream of fish-poles, lines, and hooks;  
Of willow trees, and shady brooks,  
Or woods that hide an amber pool;  
An' then you think that you're a fool,

To sit and study all day long  
An' NEVER fish in spring, nor fall.  
It's hard to learn a single word  
The pages look so strange, and blurred,  
When all you hear, is just the call  
Of birds, and spring-time's over all.

Oh, school in winter's well enough,  
When you know ice is on the pool,  
'Cause you don't sit an' wish, an' wish  
That you could run away, and fish.  
Gee! how I wish they'd make a rule  
To have "just winter-time" for school.

cooperation. Without compromise cooperation is impossible. Without cooperation there is great waste of energy. "If we do not work together we miss the strength that comes with unity" said a college dean. "Organizations gain a ten-fold efficiency when they learn to work together," said a business man. The energy that is used up in friction and lack of co-operation, happily applied, would carry many schools from the foot to the head of their group in short order.

Cooperation must begin always with those higher in power.

A certain type of supervisor is much given to the discussion of loyalty among his subordinates. The superintendent who is thoroly true and loyal to his teachers has neither time nor occasion to bother about loyalty from them. Loyalty is not a definite specific matter, that he can demand; it is a much finer thing, a spirit that he must evoke. It is a reaction, and one that can be called forth only by the kind of man who "merits the esteem of those who know him best."

In my neighborhood lives a houseful of sisters who are growing old rapidly. A short time ago a woman physician said, "They wear each other out. They use themselves up in bickerings and arguments. If they spent half that energy in pleasant reactions they would be healthier, wealthier, happier, and of course younger."

A teacher whom I have known for years as a faithful, overworked, tired looking woman, experienced a change of superintendent last fall. When I met her a few weeks ago I was surprised at the change in her. She looks well, happy, and years younger. I said, "Miss Ruby, I don't believe you work this year." She replied "We are overcrowded and I never worked harder, but I have not been so happy in years. I never knew school work could be so pleasant and so free from the disagreeable."

When there is friction between any two elements connected with the schools—trustees, superintendent, supervisors, teachers, pupils, janitor, or parents—a great deal of energy is worse than wasted, and the pupils are the losers. The children pay the price, but not all of it. The people who fight also pay, some heavily. Think of some of the really successful school people you know, from trustees down. They are not the fighters.

The habit grows, and it is not so important where a man stands today, as the direction in which he is going. The man who is tactful, patient, considerate, and firm when occasion demands, will be more so in twenty years. The man who is ready to fight whenever some one differs with him will also be "more so" in twenty years. And fighting is expensive.

(Concluded on Page 111)



# Equal Partners and Equal Contributions

Marcus Aaron, Member, Pennsylvania State Board of Education

The fundamental school question at present is that of adequate funds.

Except perhaps in exceptional districts, there is absolutely no hope of receiving from local taxation, that is from taxation which generally is confined to real estate and occasionally makes a pretense of including tangible personal property, the sum of money which will be required each year to pay teachers proper salaries and to provide proper public school facilities. It is neither possible, nor fair, nor wise to require the local community to bear all the burden of public education.

Education, being the prerequisite for the life of the republic cannot be considered a local matter and must no longer be made dependent upon local taxation, even if such taxation could be made adequate in exceptional localities. The several states and the nation must immediately recognize their responsibilities and those states that have not already done so must scrap their antiquated tax laws and create the machinery by which and thru which they may be enabled to collect the revenues necessary for their general purposes, and particularly for the purpose of adequately supporting public education.

School districts, municipal sub-divisions—city, borough, township and county—have long derived their principal income from a tax on real estate. In some states this revenue has been augmented by a tax on tangible personal property such as household goods, cattle, products of the farm, merchandise, manufactured and in process thereof. So long as this real property fairly measured the wealth of the country and of the respective communities, it was properly looked upon as the source most available for the gathering of the funds necessary for local purposes. In many cases even the states reached out to it as a field for supplementing their revenues.

## The Measure of Wealth.

Within the lifetime of many of us these sources no longer supplied the growing necessities of the states. The values of real estate and of tangible property did not keep pace with the ever-increasing demands nor indeed did these two forms of property begin to measure the total wealth as they did in the earlier days of the country's history. Wealth largely took intangible form represented by corporation securities due to rapid industrial development, and the states in order to meet their wants began to tax the franchises, stocks and bonds, not only of public utilities but of other corporations as well.

At times and in some states, certain classes of these corporations, or their spokesmen, became so powerful politically as to secure an exemption from even the slight tax imposed upon other classes of corporations, but generally and almost everywhere real estate bore and continues to bear, a disproportionate share of the common burden. There was no science in taxation but instead largely a case of hit and miss, due partly to the overlapping of the various taxing agencies—national, state and municipal sub-divisions.

The states complain that the national government has appropriated to itself sources of revenue that should have been left to them, and they in turn have done exactly the same thing to the municipal sub-divisions, including the school districts. It might be desirable to have a clear

line of demarcation drawn as to the sources from which each unit is to draw life and support, but we are dealing with what is immediately possible and practical and such an understanding may well be left to the future for solution.

Our immediate problem has to do with the substituting of a system sufficiently elastic to meet all legitimate requirements in a manner absolutely fair to all concerned, for the happy-go-lucky methods of the past.

## Income Rather Than Capital.

Only very recently have we learned to measure wealth in terms of income rather than in terms of capital. A tremendous step forward was taken when the national government, in need of additional revenue to supplement its receipts from the tariff on imports and from its internal revenue, adopted the principle of the income tax, placing a charge upon income rather than upon capital. Hand in hand with this distinctly forward-looking legislation, and without which we could not have won the war, was the adoption of the principle of "from each according to ability."

The income tax alone without exemption and without gradation would have utterly failed of its purpose. The principle of normal income tax with graduated surtaxes and uniform exemptions recognized the responsibility of all capital in whatever form represented to contribute to the country's necessary expense and maintenance. It did much more, it squarely placed the obligation of support where it belonged proportionate to the ability to carry.

## A Tax Easily and Cheaply Collected.

Here we have an object lesson which some states have wisely copied and which every state should as soon as possible incorporate in its basic law. May I remark in passing that under the United States revenue laws, government corporation income-tax returns are an open book to the proper officials of states, which themselves have an income tax law on their statute books, and that such a law, if adopted by the states, would be simple of enforcement, the tax easily and cheaply collected.

The national government did exactly the same thing with the inheritance tax—perhaps the only form of tax that in some measure is not passed along to the ultimate consumer—granting a uniform exemption to all estates and taxing the residue in proportion to ability to pay.

No man with a socialized conscience would dare to justify the same rate percent on an estate of \$5,000 as on an estate of \$5,000,000, nor could the same rate per cent on an income of \$1,000 be justified as on an income of \$1,000,000.

I know the argument against excessive surtaxes and I hope that in reasonable time those responsible for the fiscal legislation of the nation will take steps to reduce the surtax now obtaining to a point where it will not be confiscatory of individual enterprise and effort.

Bad as is an excessive surtax, it cannot compare in unrighteousness to the constitutional limitations of some states resulting in an inheritance tax for state purposes of the same rate per cent on an estate of \$1,000 as on an estate of \$5,000,000. The same constitutional limitations that exist in such states prevent the levying of even a small income tax unless the same rate percent was levied on all incomes, whether incomes of one hundred dollars or of a million

dollars. It is bad business and bad morals to tax income to a point where capital ceases to be productive. It is just as unrighteous to exempt certain forms of wealth because of pull or power, or because of antiquated taxing habits and then to unduly tax other forms of property. Thus do we array class against class, group against group.

## Wealth and Wisdom.

Wealth has no right, and I am sure does not expect to profit at the expense of the child; nor to be protected at the expense of other people, least of all children and of their women teachers. Wealth has no right to expect a teacher to teach children for less wages than are paid to unskilled labor; no right to expect educators to train skilled employees at smaller salaries than are currently being paid unskilled employees.

Wealth may be fairly expected to bear a fair share of the burden of public security and does not expect to draw all the dividends and bear an unequal fraction of the burden.

Wealth, if wise and far-sighted, will willingly and gladly put a fair share of its profits into permanent welfare and human betterment improvements, for America will never see the day when any large portion of its commonwealth can be safely allotted to or permanently held by a small preferred class at the expense of the rightful claims of the vast majority of the people.

## A Cooperative Device.

In a free republic a tax is a cooperative device for distributing a burden of necessary costs fairly among those who should rightfully bear it in order that all the people may benefit by wholesale handling.

Methods unfair have been tried and have not been successful, even in the autocracies and plutocracies of Europe. It is particularly important in a republic that those temporarily in power rule with justice and fairness, and that special privileges in the matter of tax exemptions be studiously avoided. Taxes have never been very popular anywhere, and I suppose the time will never come when the tax gatherer will receive a cordial and hearty welcome when presenting his bill. His way can be made easier when the taxpayer may be made to feel that his public business has been decently and honestly managed, that he has received what he has paid for, and that the cost has been fairly and decently distributed.

No longer can taxation be said to be a science where you pluck the greatest amount of feathers from the goose with least squawking nor to take from the people all that the traffic will bear. The system of taxation now obtaining in most of the several states is a disgrace to our intelligence and to our sense of justice. It is a veritable crazy-quilt in the construction of which justice and right have had no part.

To the insufficiency and the inequality in taxation and to these alone can be ascribed the general breakdown of public education. We all know that the schools are near to the hearts of most people and that whatever may be our faults, we in America certainly do not mean to be niggardly to our children in the matter of giving them an education. We all realize that the very life of the republic is dependent upon our universal common school system. We know perfectly well that our form of government could not succeed a decade without intelligent men and women, and where intelligence was not generally disseminated and shared.



There easily rolls over the tongue as a very palatable morsel, indigestible to those who know better, "In America there is equal opportunity in the matter of public education to all the children of all the people."

#### Cheating the Children.

Why not be honest and proclaim the truth aloud from Maine to California, that opportunity is far from equal, that one-half of our children are cheated of their equality of opportunity because they are without properly trained teachers; that the shortage of teachers is because of our long-continued parsimoniousness and that the schools are so frequently inefficient because we have too long considered education a purely local problem, dependent upon local taxation for support, because the nation, and frequently the states, have refused to do their part toward its support.

Even in our cities where wealth has accumulated fastest, there is no equality of opportunity for all the children. In no great city in this country can opportunity be made equal for all the children thru local taxation alone without putting the tax rate so high as to cause a rebellion. If this is true in our wealthier communities, how much worse is the situation in the numerous rural sections and others, blest, if you please, with poverty.

It cannot be stated too often that the wealth of school districts is divided almost as unequally as among individuals. The result is that there are very material disparities in educational opportunities for the different sections of our state and country. The great seriousness of these inequalities can only be realized when we stop to think, that in the districts where the people are the poorest, we generally find the most children and frequently the greatest poverty of educational opportunity. We have then the circumstances that the section of the population where are greatest number of children, and where these children are in need of the most careful and the most intensive teaching, since they cannot remain so long in school as the children in the richer districts, that these very children are the most nearly neglected by our school system.

We have liberal school districts and penurious ones—wealthy districts, and districts poverty ridden—side by side. And we seem to have overlooked that, if a community because of its poverty or because of its parsimony turned out of its schools a poorly equipped group, these misfits might, and many of them no doubt would, as years pass, find their way into other communities that have been more richly endowed or more generous, to the community's detriment; that no state or community could place an embargo against ignorance and illiteracy; that like an individual, no state or city can live within itself, and that the several states, as well as the nation, are as fully interested in the education of all of their citizens as are the respective school districts.

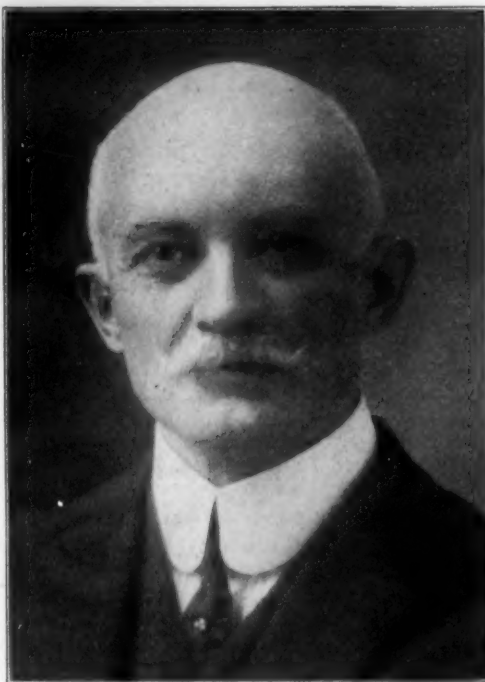
It is no accident that in this country we have provided a universal common school system and that we have made it compulsory, for education is the very life of democracy.

#### The Lesson of England.

England has learned to her cost that education is a national as well as a local responsibility.

In the very midst of the war, she passed the Fisher Bill providing millions of pounds for education, half of which is paid by the nation as a whole and half by the local community.

We may well take her lesson and her example to heart. Only if the national government and the states generously supplement the revenue of local districts, and if the local districts be so organized and financed as to readily meet the charge upon them, will public education be



DR. HENRY SNYDER,  
Jersey City, N. J.  
Recently appointed Commissioner of Education for New Jersey to succeed Dr. C. N. Kendall.  
(See Page 96)

placed upon the footing which our very interest demands. Education is the primary business of the nation as well as the states. There is no substitute for adequate financial support and there is no hope that local districts thruout the country will ever generally without national and state cooperation provide the means whereby equal educational opportunity will be made available for all of our children.

#### A Triple Team.

This is not a matter for one school district or for any one state. We need in this business teamwork and all three partners, the national government, the several states, and the school districts—must each do its part. The three partners are all equally interested and being equally interested, they should make substantially equal contribution, having due regard to the ability of each to contribute.

The national government can stimulate the several states to liberality by contributing to the cause of education, but a small portion of

what it is spending annually to pay for the explosion caused by the lunatic of Berlin and because of the danger that somewhere in the world there may be another crazy man ready to put a match to the powder magazine. The price of a few battle ships expended annually to promote education is not an expense, but an investment and even assuming that the battle ship is necessary to protect us from without, the schoolhouse and the teacher are no less, and I am sure most of you will agree, much more necessary to protect us from within.

I hold that there can be no argument against the taxation of real estate for all purposes that are local in character and to the extent that education is local, there is no reason why real estate should not contribute fully and adequately.

On the other hand, the states can no longer shirk the responsibility of an equal partner sharing in the profits and refusing adequately to divide the burden.

#### The Means at Hand.

The states have the means at hand to provide their share of costs equitably and fairly thru the imposition of a light, graduated income tax, than which there is no more just tax and none so easily collected.

Every state should adopt the principle of taxing income rather than capital, and provide for exemptions that are uniform without favor to any preferred or privileged class.

No state has moral right to exempt any form of wealth from taxation, unless that wealth, as in the case of real estate, already contributes its full share for local purposes.

A people that only recently, gladly and willingly, submitted to the selective draft of its best blood in national defense cannot very well reject the principle of a selective draft of a small part of its income and particularly of a small part of its surplus income in defense against ignorance.

With liberal contributions from the national government and substantially equal contributions from the state, to that raised locally, public education will once more take the place that it must have in a nation of freemen which requires for its preservation self-reliant and intelligent men and women, physically fit, with reasoning power developed, with a common language, and with national spirit and ideals.

## THE UNION OF THE COMMUNITY CENTER AND THE POST OFFICE

For the last two or three years, Mr. Edward J. Ward of the U. S. Bureau of Education at Washington, has been working to join more closely the postoffice department and the community centers in the schools. He hopes that the rural school may become a center where children and adults will bring vegetables and other products to be transferred directly to a community center station in the city school, without middle men, and at the lowest possible expense.

There is one community center in Washington which already has a branch postoffice in the building with a regular postmaster. It has handled a large amount of business of this sort for the last three years. There are also along truck mail lines which run from Washington into some of the more isolated sections of Maryland and to Gettysburg, Pa., a number of rural schools which are serving as receiving stations for farm products.

There is a bill before Congress which appropriates \$50,000 toward the construction of a

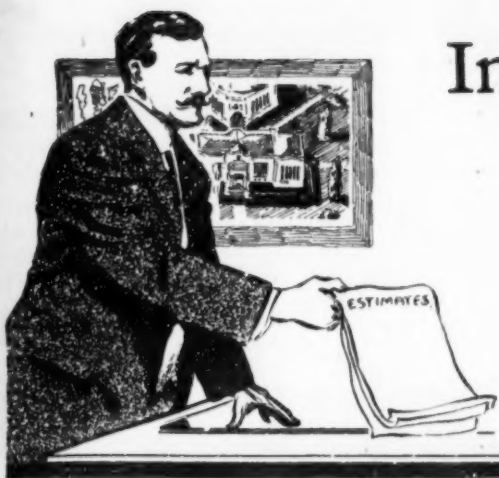
building in Gettysburg, Pa., which is to serve both as a school and a postoffice. Probably there are many small towns in the United States with a centrally located school, where this combination would reduce expenses considerably, and be more convenient for the people.

There are doubtless many rural communities which are not, and cannot now be reached by rural delivery, on account of poor roads and a scattered population, where it might be possible to deliver the mail each morning at the school, and let the children take it home, or let the public call at certain times for it.

If the Postoffice were at the school, it would mean a small, but much needed extra salary to some teachers. It would encourage children to purchase thrift stamps and would increase savings. All writing would seem a little more real, if all letters came to, and departed from the school.

—Henry S. Curtis.





# Initial Preparations for the Operation of a School Building Program

Harry W. Darr, Member of the Board of Education at Johnstown, Pa.



A modern school building program, or project, is an undertaking of magnitude, outclassing in importance practically every other problem pertaining to school matters at the present time. It occupies the time and attention of the various boards of education very extensively, and may be discussed from more widely varying angles than almost any other school problem. I wish to discuss briefly, two phases of it.

With the rapid strides being made in ways and means of educating and caring for the greatest asset of our country, the children, and the careful consideration being given the subject of education by the schoolmen of the commonwealth and the nation, it is not a difficult matter to outline a program for school building in a new and developing community. Such a program of school development was worked out in Gary and in similar school centers, which developed from the primitive state to complete communities in a few years and had the experience of others, both profitable and unprofitable, as guides.

Under such existing conditions, the work may be started from the very foundation. Without the handicap of an old and wornout system and equipment standing as an impediment to progress, a school program can be carried along with other lines of community development in an easy, satisfactory and economic manner. These are exceptional situations that very few school boards encounter. But in speaking of a local situation with all conditions diametrically opposite to those mentioned, and one that I dare say confronts at least 90 per cent of all the school districts of the commonwealth today, I can point you to no more vivid example than that of Johnstown.

The city of Johnstown grew by intermittent accessions. As originally planned and laid out over a hundred years ago by the man whose name it bears, it was intended to cover a small area of territory in the Conemaugh Valley, lying between the forks of two small streams. With the advent of numerous small industries, the chief being mining and the making of steel, other boroughs began to spring up on the outskirts and as the years passed by, each of these smaller municipalities became independent political entities. Schools, churches and other public buildings were located, designed and erected apparently without any or little thought of the future growth and expansion of the district. Discussion of civic problems, however, gave birth to the idea of consolidation and annexation, in the belief that such unification would result in the establishment of a better community in which to live. Some of the larger boroughs united, others followed, and eventually the city was incorporated. Such an-

nexations continued until the city was subdivided into 21 districts, called wards.

The city acquired as a result of this consolidation, various types of school buildings. Many were small and of such architectural design and construction that they failed to meet presentday needs. Growth by such means does not produce a well integrated and coordinated system of schools.

Again, the city had a representative from each district on the school board, making a board of 21 members, with nine or ten standing committees. The policy of making the old borough lines denote separate units diminished to but a small degree, and the erection of small and isolated buildings continued as the building policy, with but little thought of unifying the work and bringing it under one head, or of establishing a real spirit of cooperation and expansion. In other words, each ward demanded that its representative obtain what he might for his own particular district and that he allow the other representatives to do the same. The spirit of rivalry was in a measure fostered rather than diminished.

With the revision of the school laws in 1911 and the inauguration of a board of nine directors<sup>1</sup> elected at large for the city, a different conception of the public-school system began to dawn upon the public. The board began to realize that the ward idea of getting all you can, at the expense of the rest of the town, must go and that the work should be planned and carried out on a larger scale. The rapid growth of industry, the extensive building up of new territory and the increasing population, brought about an entirely new and important problem to be solved.

A remarkable situation became apparent in the fact that the schoolhouse shortage was not limited to any one section of the city but was quite general thruout the school system. All rooms in grade buildings and in high school structures were overcrowded and inadequate to meet demands. As the congested condition became more serious every day, the public as well as the school board became convinced that something should be done to relieve the situation and to improve educational facilities. Additions were erected to a few buildings, partitions were changed and added in others, one-room portables were erected on playgrounds, and almost every conceivable method was employed—except that of erecting new buildings. In every case it was noted that the buildings were filled to capacity during the next succeeding school term, the housing conditions were but very little improved and the general situation remained almost as serious as before.

<sup>1</sup>The board since 1911 has had only three active committees, namely, finance, building and grounds, and textbooks and supplies. The teachers and salaries committee is made up of the entire board membership.

It is necessary for an understanding of the school board's attitude to refer back to the days of the large board when no specific plans or preparations were made, and no information was given the public other than that more buildings were needed. At one time a request was made to the electorate for authority to increase the bonded indebtedness sufficiently to care for the needs of the increased school population. The project was humiliatingly defeated, and the board became imbued with a sense of fear which was carried into the new organization and which could not be overlooked.

The practice of caring for immediate building needs only, of not looking into the future for the best interests of the coming men and women, but of economizing at every point, was and is yet in many cases, a fact in rural districts. It was my fortune to be born and reared in a densely populated rural district, where in later years I held the post of honor as lord and master in some of the "little red school-houses." I am confident of my ground when I make the assertion that I never taught in one rural district where the building which we occupied cost more than \$1,000, or where the ground upon which it was built, would have sold for more than \$5 at a public auction, or where any thought was given to right location or convenience. Such conditions and surroundings are certainly not conducive to good and efficient work and to sustained interest on the part of pupil and teacher.

To come back to the city schools again: With conditions becoming gradually worse, it became evident that proper course of procedure had not been taken, that we were gradually drifting backward, and that the increase in population and the ever-increasing number of school children, were making headway over the added facilities for the education of the children. The need for more and larger buildings was recognized and several new buildings were built. Again, it was noted that upon acceptance of the buildings from the contractors, sufficient children were in each district to fill the new buildings to capacity. Still the general situation was not improved. The board decided that if it was to keep abreast of the building situation and the growing housing needs, it must erect buildings for the future as well as for the present and that an entirely different method of procedure must be adopted. The writer maintains that at this point is to be found the keynote of a modern school-building program.

The board of education and former board members, after a thoro study of local school housing needs, worked out a building program covering the apparent needs of the city both present and future. The tentative program was presented to the superintendent of schools, who was directed to appoint a corps of assistants and to take a thoro census of the city, giv-



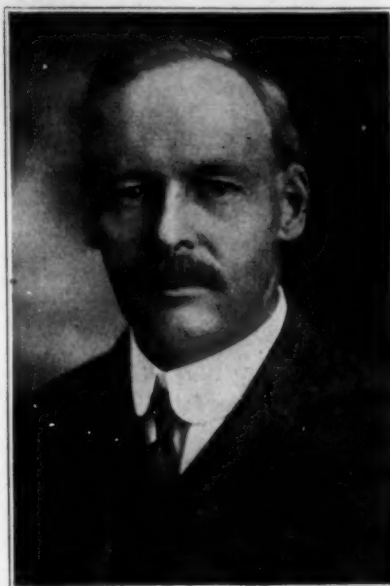
ing due attention to the present rate of growth in population, the future housing problem, the possible increase in new residential sections and the possibility of annexations to the city. This plan was carried out in order that a check might be had on errors and that corrections and adjustments might be made. After the revision had been completed and a definite building program agreed upon, estimates were made of the possible cost of construction and the existing state of the finances of the city. The financial requirements for such an increase in indebtedness, it was recognized, would require that the proposition be presented to the voters for approval.

While plans were in progress for this procedure, the country was plunged into the World War, with its varied requirements for finances, materials, service, etc. Attention was naturally centered on this new problem with the result that the schools and their problems were held in abeyance. This was not the proper procedure to follow, but conditions were such that all avenues to further progress were temporarily closed. In the face of all these handicaps and barriers, the school board was in a serious predicament, with the school children suffering mentally and physically from the lack of educational facilities on the one hand, and the taxpayers on the other hand demanding that all expenses be curtailed to the limit.

The problem was allowed to rest a year, but in March, 1919, it was revived in the face of absolute necessity. After a lengthy discussion, the board decided to place the proposition before the electorate of the city in order that sufficient funds might be obtained to carry the building program thru to a final consummation. The program was slightly altered to meet existing conditions. With the information in hand on the temper of the community and a complete knowledge of the immediate and urgent requirements, it was recognized that it would be necessary to outline the campaign in such a manner that the project would be a success from the beginning. It was especially desired that funds might be assured thru the voters of the city to eliminate financial worries during the work, and also that the work might be done at the most convenient time and in the most expedient manner.

The first step of importance to be carried out was the preparation of a plan of education of the public in order that the voters might act at the polls with the fullest information at their command. The building program consisted of several major projects based upon two educational improvements: The reorganization of the school system under the six-three-three plan, and the establishment of several community centers with a junior high school as the central unit in each group. These educational proposals touched a responsive chord in the minds of the school patrons and eventually made boosters of them. The building program included (a) five new grade buildings of a large and modern type for the neediest districts, (b) a million-dollar senior high school, which will vacate the present building for junior high school work, (c) two junior high schools, (d) an administration building and other necessary facilities. These structures at completion will eliminate all worries in connection with the schoolhousing problem for a few years at least.

The cost of erecting buildings was carefully estimated and tabulated. The needs peculiar to each district, such as gymnasium, swimming pool, showers, dressing rooms, auditoriums, were carefully considered and wherever practicable, included in the plans. Unfortunately, when the original plans were made, and the cost of the building estimated, the material costs were



MR. JOHN C. CALLAHAN,  
State Superintendent of Public Instruction,  
Madison, Wis.

Mr. John C. Callahan was elected State Superintendent of Public Instruction April 5th. Mr. Callahan's splendid service in the schools of the state, his brilliant work with the vocational schools, his fine humanity, and the confidence which he enjoys from school people—all point to a successful and progressive administration in which the educational interests and needs of all groups will be considered and fostered.

Supt. Callahan was graduated from the Prescott high school and was a student at the University of Minnesota. He has taught in the state of Wisconsin in several capacities, as teacher, principal and as superintendent of schools. About two years ago he accepted the position of Director of Vocational Education for the Badger State, which he held up to the time of his election to the superintendency.

The outgoing Superintendent, C. P. Cary, has served the state long and conscientiously. His work as State Superintendent is well known not only in Wisconsin, but in the United States. Probably no other Superintendent in the country has been retained in office by the people for so long a period as Mr. Cary.

considerably lower than at the present time which renders the available amount inadequate. But it is certain that when the public is made to realize the benefits to be derived from a modern and up-to-date school system, that additional funds will be readily given.

With a clear recollection of what had happened on previous occasions, the board was at first very hesitant about placing the request before the public. A well-planned system of extensive education for the citizenship of the city was then mapped out with the school children and the press as the chief media of information. The campaign was directed by the superintendent and his corps of assistants, and the press work was supervised and carried out with the able assistance of the secretary of the board. No small amount of comment was heard when the public became informed on existing conditions. It is a fact that school patrons pay too

#### THE BOOKMAN.

Ralph C. Jenkins, Terryville, Conn.

The bookman goes from school to school following his chosen profession.

He plays an important role in the Educational system of America.

Bookmen like schoolmen are mostly good.

Only a few are careless.

One careless bookman can do much harm.

Knocking is the deadliest sin in the work of a bookman.

Most every bookman is the worthy ambassador of a worthy publishing house. He

Always boosts if possible, when impossible he remains silent and

Never knocks.

little attention to the institutions which mold the destinies of their children and are very seldom acquainted with existing conditions. The campaign was intended to offset this condition. Face-to-face appeals to the public, especially the voters, were made by members of the board, former members, prominent speakers, school officials and the children. The stage, the pulpit, civic and social clubs, and even street corners were used for addresses. In some cases, the appeals of the children had a humorous air, but inevitably rang true with pathos in their childish pleas for more consideration of their educational welfare. Art posters were made by the children and distributed conspicuously, depicting the deplorable conditions under which the pupils were compelled to study and play. Personal letters were addressed to school officials and prominent men thruout the city, and many other methods were employed to bring pressure to bear upon the voters.

One of the most gratifying victories ever achieved in Johnstown for civic welfare was won on election day in November, 1919, when the electorate of the city certified by their vote the bonding of the school district in the amount of two million dollars, by a vote of ten to one. So contagious was the enthusiasm for a bigger and better school system that the bond issue quickly faded into oblivion and the matter was clearly before the board of education for execution.

The second step of the program being accomplished, the next question was where to start and which district to give first consideration. A hurried census was retaken, and the increasing population was considered; the neediest district was easily located in one of the most recently annexed boroughs.

At this point, the architect was brought into active service, working with and under a buildings-and-grounds committee composed of three members of the board, who in turn submitted all work and proposals to the full board for approval. The first building was quickly detailed and plans and specifications were placed in position for active building operations as soon as conditions would permit. What we considered a creditable feature in the building program was the fact that in a number of cases, the buildings were designed in duplicate or triplicate which necessarily eliminated extra architectural and building expense. Each building, however, was designed to possess a certain degree of architectural distinctiveness. It is a common custom of many school districts to erect each new building along widely differing lines, which not only increases the cost but is an incentive to petty jealousies among the patrons of the schools, the worst feature that could enter into any public project. Peace, harmony and satisfaction must be the ultimate aim.

So much has been written and spoken concerning the several types of buildings and the innumerable designs which have been made, that I feel I can add very little to this phase of the work. However, I would suggest a few points that may be worthy of consideration. First, I think that each building should be made as complete a unit as possible. If the locality demands it, install your wood working shops, printshops, and all other types of prevocational instruction rooms required. It must be thoroughly understood that the modern school system demands more than the old-time "reading, 'riting and 'rithmetic." All basement rooms for class and study work should be eliminated and brought to or above grade, and should be of the open type affording an abundance of direct natural light, with ample provision for an abundance of indirect ventilation.

(Concluded on Page 112)



# Comparative Taxability of School Districts

J. M. Munson, Central Michigan Normal School, Mt. Pleasant, Michigan

Is it just and fair that for the same thing the taxpayer of one school district pays five, ten or even forty times the tax rate of his neighbor across the line in another district? Is it just and fair that one child be given only meager advantages while the other receives in abundance?—both children of the same state and its citizens of tomorrow. Is the peace, prosperity and perpetuity of a state vouchsafed by a system which thus discriminates? Is our present system in harmony with the fundamental conception which, in theory at least, we have always recognized? There is only one answer.

When the taxpayers shall have clearly in mind the fundamental principle governing taxation for public education and, also, shall know how greatly our practice violates that principle our present unjust and unfair arrangement will be remedied. With this thought in mind President T. J. Knapp of the Michigan State Teachers' Association in 1920 appointed a committee to study the taxability of school districts in Michigan. The personnel of the committee was as follows: Cass Benton of the Michigan State Tax Commission; H. C. Daley, Director of Research, Highland Park Schools; Frank Jensen, Superintendent of Schools, Benton Harbor; T. E. Johnson, Superintendent of Public Instruction; Chas. B. Scully, State Senator; J. M. Munson, Central Michigan Normal School, Chairman.

Let us consider briefly the situation in Michigan as revealed by the study of this committee.

Everybody in Michigan knows in a way that the 7,500 school districts of the state vary greatly in valuation and in rate of school tax. Does that mean that the district with high valuation is better off than the district with low valuation? Not necessarily. You must consider also how many pupils of school age reside in a district. Divide then the taxable valuation of the district by the number of such pupils and you have the valuation back of each child's education or the per capita valuation. In general it may be stated, then, that the richest district is the district which has the highest valuation per capita.

## Gross Inequalities Prevail in Michigan School Taxation.

Compare district with district, township with township, county with county, and inequalities, unjust inequalities, appear everywhere.

How districts and townships compare in carrying the burden of school taxes may be seen by taking Isabella County as an example. This county has sixteen townships each containing a number of primary districts. In Figure I the districts with the lowest and the highest tax rates are given by townships, represented by Curve A and Curve B respectively. Note that the greatest difference is in Nottawa township where District No. 1 fractional pays 27 times the tax rate of District No. 3 fractional.

The smallest difference is in Isabella township where District No. 5 fractional pays about three times the tax rate of District No. 6.

Study Figure I further. If the school tax were levied on a township unit basis in Isabella County the result would be represented by Curve C.

If the school tax were levied on a county unit basis in Isabella County the result would be represented by Curve D.

If the State as a whole were the unit of taxation for its public schools the result would be represented by Curve E.

The figures on which these comparisons are based do not include taxes for permanent improvements such as bonds for buildings, etc.

The situation in Isabella County is repeated in every other county in the state except that in some the variations are more or less pronounced.

If instead of considering the *tax rate* we base a comparison on the *taxable valuation* for each child of school age results are just as surprising. Such comparison is made by townships in six Michigan counties. See Figure II. These counties are representative of the several types in the state. The number of townships represented in the curve for each county is here indicated respectively: Macomb, 15; Iron, 6; Kent, 24; Berrien, 23; Isabella, 16, and Presque Isle, 14.

Kent, Berrien, and Isabella run most uniformly with township valuations varying from \$1,600 per child to \$6,000 per child.

Iron and Macomb run high with township valuations varying from \$2,600 per child to nearly \$14,000 per child.

Presque Isle runs low with township valuations varying from about \$600 per child to \$5,000 per child.

What the valuation is back of each child of school age in each county of Michigan is shown in Figure III. Note that the most favored county has back of each child about six times the valuation of the lowest county.

Such divergence in the taxable valuation per capita leads of course to a corresponding divergence in tax rates, the counties with the least wealth per capita paying the highest rates. If present school taxes were raised on the several counties as taxing units the rates per thousand would be as follows:

## SCHOOL TAX RATES PER \$1000 IN MICHIGAN COUNTIES IF TAX WERE RAISED ON THE COUNTY AS THE UNIT OF TAXATION.

Jackson .....	5.63	Dickinson .....	\$12.54
Alcona .....	5.56	Crawford .....	10.99
Barry .....	5.29	Benzie .....	10.87
Mecosta .....	5.37	Antrim .....	10.65
Bay .....	5.24	Missaukee .....	10.14
Van Buren .....	5.18	Lake .....	10.11
Oakland .....	5.16	Ontonagon .....	9.72
Washtenaw .....	5.14	Oscoda .....	9.64
Ottawa .....	5.07	Charlevoix .....	9.47
Gladwin .....	5.04	Montmorency .....	9.44
Calhoun .....	5.02	Cheboygan .....	9.17
Saint Joseph .....	5.01	Delta .....	9.02
Midland .....	4.99	Presque Isle .....	8.87
Mason .....	4.93	Wexford .....	8.48
Kent .....	4.80	Chippewa .....	8.24
Kalamazoo .....	4.79	Muskegon .....	8.21
Wayne .....	4.62	Roscommon .....	8.15
Cass .....	4.61	Menominee .....	8.09
Berrien .....	4.54	Emmet .....	8.07
Ionla .....	4.52	Baraga .....	8.06
Eaton .....	4.50	Iron .....	8.01
Montcalm .....	4.50	Otsego .....	7.93
Lapeer .....	4.48	Kalkaska .....	7.89
Gratiot .....	4.43	Schoolcraft .....	7.86
Lenawee .....	4.32	Grand Traverse .....	7.68
Allegan .....	4.28	Houghton .....	7.62
Tuscola .....	4.26	Gogebic .....	7.59
Saginaw .....	4.16	Iosco .....	7.24
Shiawassee .....	4.09	Luce .....	6.97
Hillsdale .....	4.07	Ogemaw .....	6.96
Isabella .....	4.03	Manistee .....	6.83
Livingston .....	3.77	Alger .....	6.76
Genesee .....	3.73	Clare .....	6.74
Clinton .....	3.72	Marquette .....	6.37
Ingham .....	3.71	Leelanau .....	6.36
Branch .....	3.64	Osceola .....	6.24
Huron .....	3.27	Oceana .....	6.23
Sanilac .....	3.22	Alpena .....	6.12
Macomb .....	2.84	Mackinac .....	5.91
Monroe .....	2.79	Newaygo .....	5.85
Keweenaw .....	2.12	Arenac .....	5.79
		Saint Clair .....	5.77

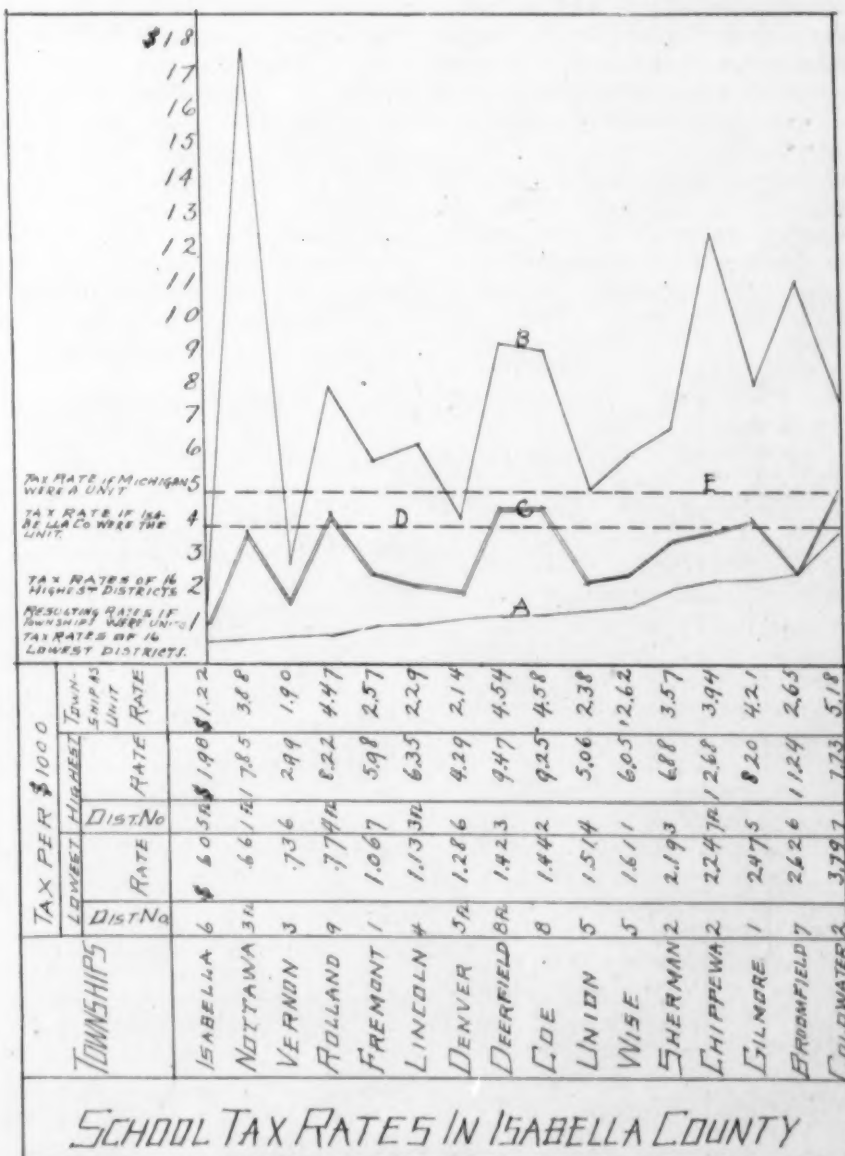
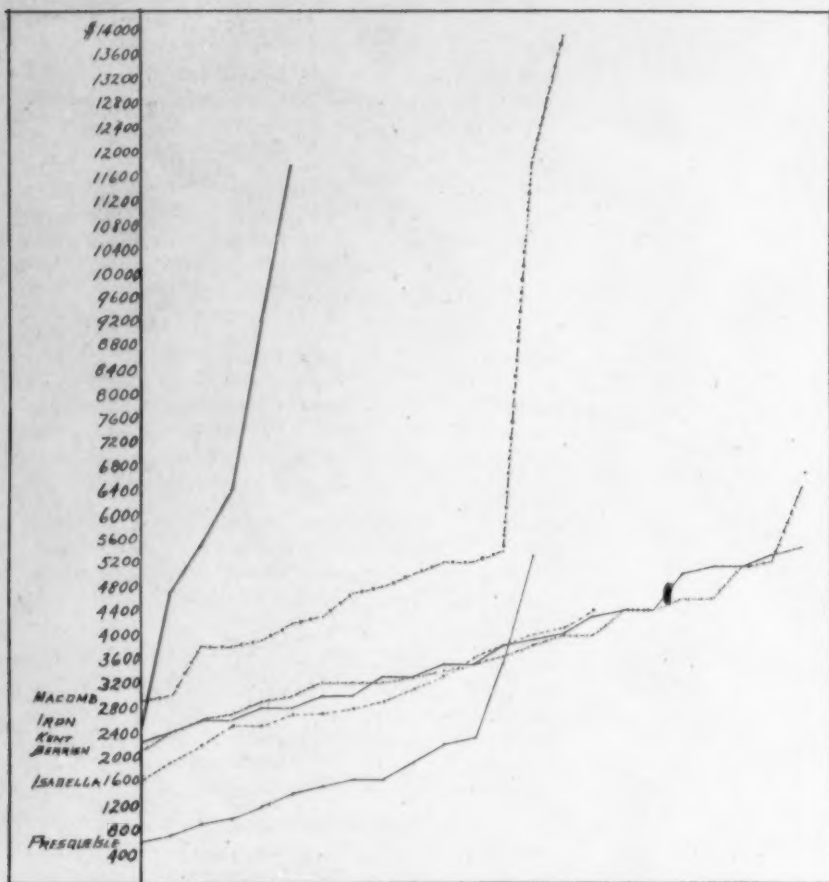


FIG. 1. AN ILLUSTRATION OF INEQUALITIES IN SCHOOL TAX RATES IN ONE MICHIGAN COUNTY.





TAXABLE VALUATION FOR EACH CHILD OF SCHOOL AGE  
By TOWNSHIPS IN SIX MICHIGAN COUNTIES

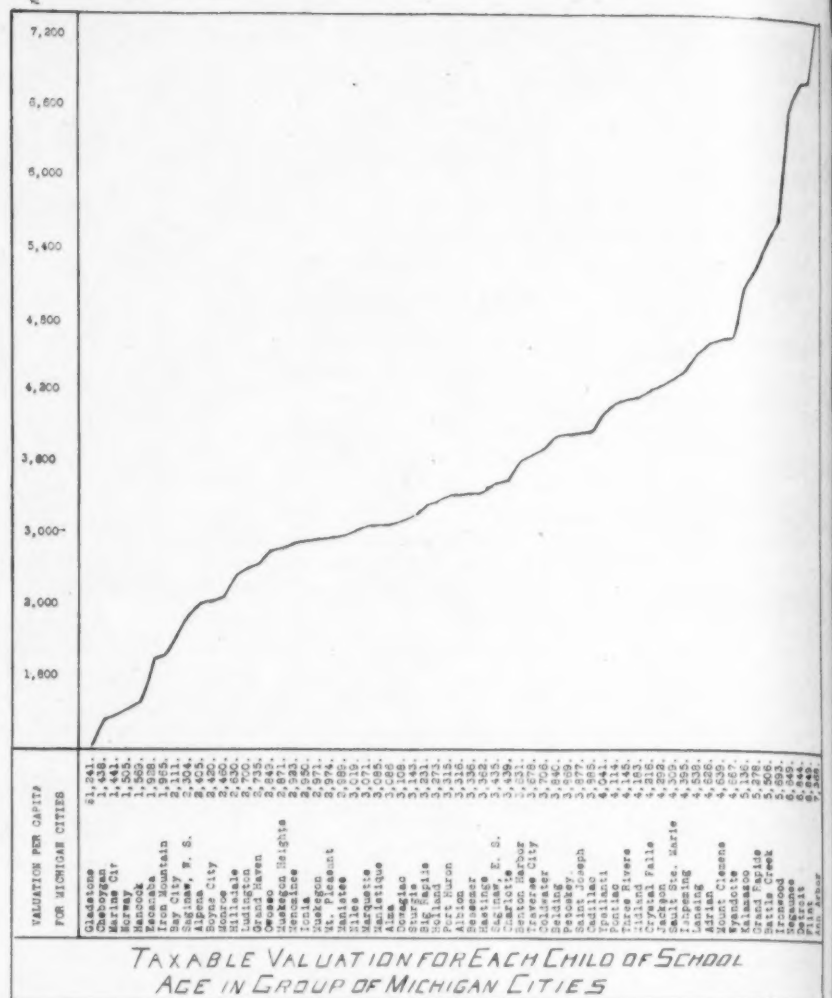
FIG. II.

The same inequalities that exist as between primary districts, townships and counties are found in our city districts. A group of Michigan cities are given in Figure IV with the taxable valuation in each for each child of school age. It appears that the most favored has a valuation per capita more than eight times that of the lowest city.

Such, then are the inequalities found today in school financing in Michigan. This situation grows largely out of our present practice of placing the burdens of school support on the individual school districts rather than on the state as a whole.

#### Education a Function of the State.

Let it first be stated that education is a matter that concerns the state as a whole. It is for the welfare of the state that the school is supported, a fact often lost sight of. For is it not customary when children receive their diplomas to remind them of the expense the community has incurred in order that they might have an education and are they not advised to go out and prove that the expenditure has been wise? Such admonition is perhaps appropriate though the premise is not strictly true. It has been related that when a tax was first levied in Connecticut to support a public school a man re-



TAXABLE VALUATION FOR EACH CHILD OF SCHOOL AGE IN GROUP OF MICHIGAN CITIES

FIG. IV.

fused to pay his assessment declaring: "I have no child in school. You can't make me pay ten dollars to educate my neighbor's boy any more than you can take my plow from me to plow my neighbor's field." This man's reasoning was entirely correct if we admit his assumption that the money was to educate his neighbor's boy. The tax could not be collected for that purpose, nor was that the object. In Michigan not a dollar of school tax can be levied against a man for the education of his neighbor's child, nor even for the education of his own child. It is not done now nor has it ever been done. Upon what basis then are taxes levied and paid?

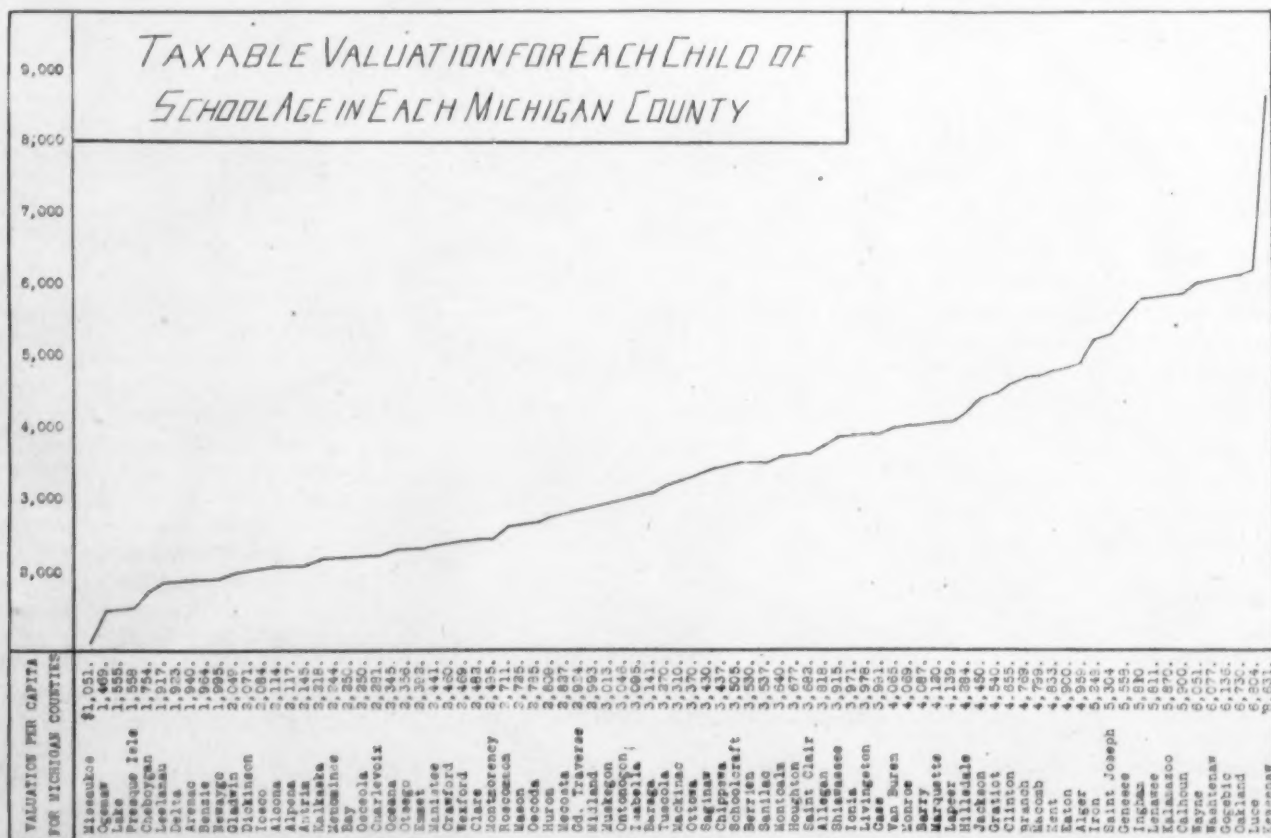


FIG. III. TAXABLE VALUATION FOR EACH CHILD OF SCHOOL AGE IN THE SEVERAL COUNTIES OF MICHIGAN.



One hundred and thirty-three years ago the principle was written into Michigan government. The Ordinance of 1787, as every school boy can tell you, states: "Religion, morality, and knowledge *being necessary for good government*, and the happiness of mankind, schools and the means of education shall forever be encouraged." It is because *intelligent citizenship* is necessary for *good government* that the school tax is levied and its payment enforced. The state goes further and insists under penalty that the boys and girls, its future citizens, attend the school thus maintained. The state does not leave these matters to the local option of the school district.

Every one is familiar with the primary school fund by means of which many states, Michigan included, *annually* apportion to each school district an amount based upon the school census of the district. In 1920 Michigan apportioned over \$9,000,000 or about ten dollars per child. This is a concrete recognition of the principle that education is a *state* matter.

Furthermore, that education belongs to the state and not to the school district has several times been affirmed by the Supreme Court of Michigan. A recent case is *MacQueen vs. Port Huron City Commission*, (194 Michigan, page 338) in which action was brought to prohibit the city government from interfering with the business of the school district. The opinion written by Judge Steere reads in part as follows:

"The public school system of this state and the general policy in regard to it, as evidenced by constitutional and legislative provisions, has too often been reviewed and discussed in former decisions of this court to call for extended consideration or citation of authorities, but there are a few well-recognized basic principles in the educational organization and policy of the state which are to be born in mind in connection with the questions raised here.

Fundamentally, provision for and control of our public school system is a state matter, delegated to and lodged in the state legislature by the constitution in a separate article entirely distinct from that relating to local government.

The general policy of the state has been to retain control of its school system, to be administered thruout the state under state laws by local state agencies organized with plenary powers independent of the local government with which, by location and geographical boundaries, they are necessarily closely associated and to a greater or less extent authorized to cooperate. Education belongs to the state."

Now since education is a function of the state and since education is promoted to insure good citizenship it will follow that every child, every future citizen, shall be given the same educational advantages whether he lives in a poor pioneer region or in a rich locality—all *children of the state are entitled to equal educational privileges*. And it will follow, also, that the taxable wealth of the state shall bear the burden equally whether it is located on the frontier, in the country or in the city—*there shall be no privileged dollars*.

#### The Enlarged District as a Remedy for Inequalities in Taxation.

An examination of Figure I shows that if Isabella County were paying its present school taxes on a township unit basis it would do away with the more extreme inequalities in taxes. There would still remain a difference of more than 1:4 between the lowest and the highest rate within the county, Isabella Township paying \$1.22 on the thousand and Coldwater \$5.18. If the county were taxed as a unit the rate would be about \$4 on a thousand valuation everywhere within the county. Obviously that would remove the present situation where some property pays \$0.60 per thousand valuation and other property \$17.85. But the inequalities between counties still remain as is shown. The remedy, therefore, points to the state as the unit of taxation. If all school taxes were levied on a state unit basis the rate everywhere would be \$5.04 per thousand valuation.

For purposes of administration Michigan has now several district organizations, the primary district, the graded district, the township unit district, the city district, the consolidated district. There is still in Michigan a place for

each type of organization as far as administration is concerned. However, in view of the facts just set forth there appears urgent need of an enlarged taxing unit and it appears also that nothing less than the state unit is sufficient. It is not suggested that all school funds be raised on the state unit basis. Funds for buildings and other permanent improvements should obviously come from the local district of whatever kind. A general state tax should be levied and the funds apportioned to the districts on a basis that would insure a square deal to each child and each taxpayer as well.

The primary school fund has already been referred to. Its per capita apportionment is not above criticism. A readjustment of our methods would perhaps necessitate some modification in the apportionment of the primary fund. The effect of the primary fund apportionment is often to make the greatest reduction in the rate of taxation where the rate is already low and it thus increases instead of decreases inequalities. It often helps those communities most which do least themselves for their children.

It is believed that a state fund should be raised and apportioned in a way to encourage improvement by allowing quotas on several bases. For each teacher of required training employed by a district the state should allow a quota. For the aggregate days' attendance in a district an amount should be allowed thus encouraging a long term and regular attendance of all children of school age. For the maintenance of instruction above the elementary grades, or for the maintenance of certain special departments quotas might well be allowed the district.

It is not the purpose of this statement to enter into a discussion of the detail of this problem. At last that must be worked out by the legislatures of the states. A line of departure merely is suggested. Some states have already attacked this problem and have worked out practical solutions. Among others New York is a notable example. It is a matter which challenges the attention of the people of every state.

## Relieving the Classroom Shortage Without Building

### A STUDY OF METHODS IN USE

Charles S. Foos, Superintendent of Schools, Reading, Pa.

The present shortage of classroom space in the cities and towns has caused superintendents to devise and put into effect a considerable number of plans for double sessions, platoon plan sessions, etc. The following valuable paper is a summary of the best plans. It was prepared by Dr. Foos for the Reading board of education and will be found useful in every community where the school housing shortage is not relieved before September first.—Editor.

The schools in many localities are much overcrowded and as a result many school children are not properly housed. The resulting administrative problem is to accommodate a greater number of pupils in the same room within a given time.

Any solution is virtually bounded on every side by many more or less unyielding limitations. The school building has its maximum capacity; the length of the school day is practically a fixed quantity. The very plan of the building and the arrangement of its rooms will influence any scheme that might be devised to relieve the congestion. Furthermore there are other important considerations that may not be neglected such as the health of the pupils and the hygienic conditions attending the grouping

of large numbers of individuals. The social aspects of school life must be remembered, the school activities and home obligations must be interorganized. The pedagogical attributes of the scheme must not run too far afield of what is generally accepted as correct and proper. Finally, the financial and economical issues must be managed with business acumen and common sense.

#### Some Causes of the Condition.

The leading causes which have contributed to the condition may be summarized as follows: Population is drifting cityward.

The war-time industrial growth has made its contribution.

Building programs were put aside to make way for war-time construction.

Great increases in the cost of building material and construction have occurred.

Among the more remote causes may be mentioned:

More zeal is displayed in enforcing school attendance laws.

Compulsory establishment of continuation classes has been made a fact.

A larger number of pupils are held in school

for a longer period because of studies of retardation and elimination and a more wide-awake interest has been developed on the part of pupils and parents to the distinct advantages of a common school education.

#### Methods Used in Reading.

The situation in Reading is not very serious, but considerable thought has been given the problem. Many schemes have been studied and various plans have been adopted. The following will give some idea of what has been done to relieve the congestion:

A few schools have been organized into two sections, section A attending in the forenoon and section B attending in the afternoon. Each section has had its own teacher. Other schools have been organized into two sections, but one teacher placed in charge.

A platoon system was devised with the following schedule:

All teachers a five-hour day, all pupils a three-hour day with two teachers in charge part of the time.

Section A. { 8:30-10:15 A. M. }  
                  { 1:15- 2:30 P. M. }

Teacher A. { 8:30-11:30 A. M. }  
                  { 1:15- 3:15 P. M. }



Section B. { 10:15-12:00 A. M. }  
 { 2:30- 3:45 P. M. }  
 Teacher B. { 9:00-12:00 A. M. }  
 { 1:45- 3:45 P. M. }

In another case a six hour day for the teacher with a five hour day for the pupils was arranged. The extra hour for the teacher was for slow classes.

Finally, a number of portable buildings were secured and established.

In the High Schools a continuous session was put into effect.

In spite of these plans the relief has not been adequate. Consequently it was decided to learn the solutions as were found by other city schoolmen.

#### Summary of Plans.

The plans reported may be briefly summarized:

##### A. Part Time Schemes.

1. Double session schemes.
2. Platoon systems.

##### B. Full Time Schemes.

1. Reclaiming all available space in the various buildings; halls, basements, etc.
2. Renting available and suitable rooms of the neighborhood such as: houses, stores, church rooms, libraries, etc.
3. Portable buildings or building substantial buildings that can be readily remodelled into dwellings and sold to advantage.
4. Continuous Session plans where the building is in use all day without intermission—pupils spending only a certain number of periods in school, after which they are dismissed.
5. Reorganization of school on a "work-play-study" plan as the Gary System.
6. There are a few special plans that can hardly be classified and will later be referred to and quotations will be given to pass on the ideas embodied therein.

The discussion of the plans will of necessity be fragmentary, because of the limited nature of this article.

#### Double Sessions.

By "double session" we mean to include all the plans that have two sections of pupils attending the same school, each for a half day period of three or four consecutive hours. This type of plan does not necessarily call for a gymnasium nor an assembly hall.

One hundred five cities reported using some sort of "double session" plan, among which are Easton, Pa.; Harrisburg, Pa.; Cranston, R. I.; Battle Creek, Mich.; Paducah, Ky.; West Hoboken, N. J.; Pasadena, Cal.; Rome, Ga.; Decatur, Ill., and Rockford, Ill.

**Easton, Pa.** All children attend the morning session one to one and one-half hours, then only one-half of the number for the remaining time. In the afternoon, all again for an hour and the other one-half for the second hour.

**Harrisburg, Pa.** Section I. Morning, 9 to 12.

Section II. Afternoon, 1:30 to 4:00.

Section III. Morning, 9 to 11:30.

Section III. Afternoon, 1:30 to 3:30.

Section III includes those pupils who need most attention.

**Battle Creek, Mich.** (Similar to that of Harrisburg.)

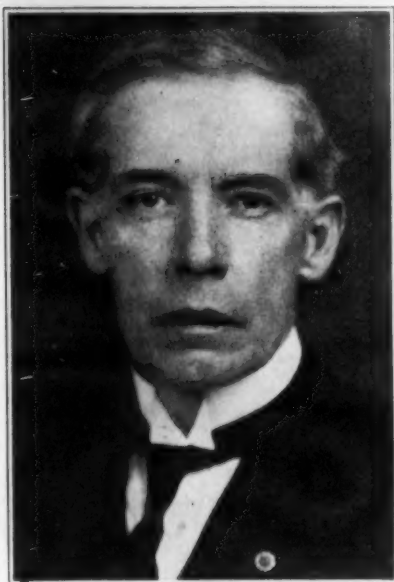
Section I. (Brighter pupils) 8 to 12. Section II. 1 to 4. Section III. (Slower pupils) all day.

**Cranston, R. I.** All teachers are employed on a five-hour day. All pupils attend a three-hour day with two teachers in charge for a part of the time.

Morning—

Pupils—9 to 12.

Teacher A.—9 to 12.



CAPT. GEO. M. FORD,  
State Superintendent of West Virginia.  
(See Page 95)

Teacher B.—10 to 12.

Afternoon—

1 to 4. 1 to 3. 1 to 4.

**Paducah, Ky.** One group of 35 children in the morning from 8 to 12, another group equal in number in the afternoon from 1 to 5 both under the same teacher.

**West Hoboken, N. J.** Group I. Attends from 8:30 to 12:30. Group II. Attends from 12:30 to 4:30. A different teacher is engaged for each group.

**Pasadena, Calif.** First session begins at 8:30 with slightly more than half of the pupils present. At about 11 o'clock the other group comes in and motor activities are given to the entire group under the supervision of both teachers. Morning group dismisses for the day at 12:15. Second group has the noon hour and then completes the day's work.

**Rome, Ga.**

Four classes of Grades 3 and 4—8:30 to 12:15. Four classes of Grades 1 and 2—1:00 to 3:30.

Drawing, music, physical culture, etc., are omitted.

**Decatur, Ill.** Elementary Grades.

Group I. Meets from 8 to 12 m.

Group II. Attends class from 12:30 to 4:30 p. m.

Different teacher with each group.

High School:—Grades 10, 11, 12 meets from 8 to 12:45 with a few upper classes in the afternoon.

Freshman class (large) attends from 12:45 to 5. In most cases a different set of teachers for each half-day.

**Rockford, Ill.** Two groups are organized. Thus, Group I attends in the morning from 8:50 to 12. Group II meets from 12:50 to 4.

In one case two teachers handle three classes. Each teacher works 4 hr. 45 min. Each teacher has a separate group the entire morning, and divides the afternoon session with the third group.

In another case three teachers handle four of the part-day sessions, each teacher working 4 hr. 13 min. a day.

Other plans reported are similar to one of the above, with some slight differences in detail. Some plans call for an alternation of sections on a weekly or monthly basis. Some plans schedule a recess period, others do not.

Another plan is to have the advanced pupils in the forenoon for four hours and the beginners in the afternoon for three hours, each section having its own teacher.

The advantages of a double session over the platoon system were given as follows:

1. Pupils need make but one trip to school per day.

2. Home activities can be made to correlate better with the school hours.

3. Continuous application develops better habits and accomplishes better results.

4. Attendance and lateness records are not so difficult to maintain.

The advantages of a double session over the platoon system were given as follows:

1. Pupils can study only the subjects that are essential, special subjects must be omitted.

2. Ventilation of the room is a real problem when used continuously.

3. Extra early time schedule promotes lateness.

4. Children become tired and sleepy in the late afternoon.

5. The light in the winter time at the close of schools is not strong enough for study.

#### Platoon System.

By platoon system we mean the plans that divide the school into sections, each section spending a part of both morning and afternoon sessions in school.

Sixty-nine cities reported using some sort of platoon system.

A few typical plans are here presented.

**East Chicago, Ind.** Section A.—8:15 to 11:15 a. m.; 12:15 to 3:15 p. m.

Section B.—9:15 to 12:15 a. m.; 1:15 to 4:15 p. m.

**Dayton, Ohio.** Division I.—8:00 to 10:15; 12:00 to 2:00.

Division II.—9:45 to 12:00; 2:00 to 4:00.

During the one-half hour when periods overlap, the two divisions use the room in common and do work of a general nature—such as etc.

**Providence, R. I.** Division I.—8:30 to 10:30; 1:00 to 2:15.

Division II.—10:30 to 12:30; 2:30 to 4:15.

The teachers give additional time and attention in corridors, anterooms, or other available spaces, to smaller selected groups of the children who especially need the drill to prevent retardation.

**New York, N. Y.** Division I.—8:30 to 10:30; For Stormy Weather—

12:30 to 2:00.

Division II.—10:30 to 12:30; 2:00 to 3:30.

For Fine Weather—

Division I.—

8:30 to 10:30.

10:30 to 11:00—Outside play with teacher.

12:30 to 2:00.

Division II.—

10:30 to 12:00.

1:30 to 2:00—Outside play with teacher.

2:00 to 3:30.

**Norristown, Pa.** In grades two and three, three schools alternate sessions with three other schools in the same building.

Group I.—8 to 10; 12 to 2.

Group II.—10 to 12; 2 to 4.

This provides time for free play for each group after each session. The two two-hour sessions are sufficiently long for the children of these grades.

**Kalamazoo, Mich.** In grades one and two a double shift has been planned; one fourth of the school from 8:00 to 10:00, another fourth from 10:00 to 12:00 and so on.

In our junior high school we have arranged a triple shift plan. The entire school was divided into three groups. First group came the entire forenoon and the first half of the afternoon; the second group came the entire forenoon and the second half of the afternoon.

In senior high school the pupils came last year merely for recitation purposes and went wheresoever they chose during the periods that they had no recitations. This year we extended our school day providing for five 75 minute



periods, starting at 8:00 A. M. and closing at 3:30 P. M. During the first 45 minutes of each period the pupils recite. The last 30 minutes they study the next day's lesson under the supervision of the teacher. At the close of any recitation period, they may go home or study in assembly room, providing there is seating room. If not, and home is too far away, they are allowed to occupy the time at any place which meets the approval of parents.

*Chicago, Ill.* A. Division—8 to 10:15; 12:40 to 2:40.

B. Division—10:20 to 12:35; 2:45 to 4:45.

Teacher A. works from 8:00 A. M. to 12:35 P. M. and the B. teachers from 12:40 to 4:45 P. M. Plan works very satisfactorily.

*Plainfield, N. J.* Division I.—8:30 to 10:30; 12:30 to 2:30.

Division II.—10:30 to 12:30; 2:30 to 4:30.

The two divisions change hours in the middle of the year, so that neither division has the late afternoon session for the whole year.

*Keene, N. H.* First Division—First Grade, 9:00 to 10:30 (2 teachers.)

Section Division—10:30 to 12:00 (2 teachers.)

Both Divisions—2:30 to 3:30 (2 teachers.)

In the morning, fundamentals are emphasized. In the afternoon a kindergarten room is used.

*Kearney, Neb.* High School Schedule—

A. M.—Seniors and Juniors 8 to 10.

Sophomores and Freshmen 10 to 12.

P. M.—Seniors and Juniors 1 to 3.

Sophomores and Freshmen 3 to 5.

#### Advantages and Disadvantages of Platoon System.

The platoon system has these advantages:

It keeps the whole school plant in operation thruout the day.

The plan permits organization into parallel classes of ability groups.

Affords excellent opportunity for the teacher to do "coach teaching" either before or after her section attends school as the regular schedule provides.

These disadvantages have been noted:

Pupils are needlessly asked to make two trips to and from school a day.

The routine and activities of the home are not readily accommodated by odd and peculiar school hours.

The system does not function satisfactorily above the fourth grade.

There is likely to be undue confusion unless there is adequate accommodation provided for the in-coming section.

Many young children will be denied the safety of travelling to and from school with older children.

#### Part Time Schemes.

Without a gymnasium or an assembly, perhaps without both, full time schemes are practically impossible, unless a regular schoolroom can be altered in some way so it can be used for special classes or large groups.

#### Portable Buildings.

Twenty-five per cent of the cities reported the use or purchase of portable buildings.

Some school districts use them for special classrooms and fit out the original special classrooms as regular classrooms, while other authorities use them for assembly and study halls.

They can be moved about readily and thus they will follow the movement of congestion.

They can be made the nucleus for a new school before a permanent building can or should be constructed.

Some cities have found them expensive, hard to heat, and unsanitary because of inadequate toilet facilities.

Some plan to use them eventually for open-window or open-air schools, others plan to use

them for bad weather sheds on playgrounds, while still others will convert them into special class work-rooms of various types.

#### Reorganization Plans.

Full time schemes do not greatly increase the capacity of any one building, unless there is a reorganization of the school's schedule and in many respects decided changes in curriculum.

#### Perpendicular Classification.

*East Orange, N. J.* Instead of classifying children horizontally, classify them perpendicularly; that is, instead of having one teacher have only a first grade, another only a second, etc., with repetitions of the same grouping, it would be possible to have each primary teacher have in her room a section of first grade, a section of second and a section of third. Each section could then be made exactly the same size and thus by evening up reduce the over-sized classes.

#### Batavia Plan.

*Lockport, N. Y.* In rooms having seating capacity of fifty or more children, two teachers work together, one devoting her time to individual, the other to class instruction.

#### Continuous Session Plan.

*Reading, Pa.* In Reading the high schools are organized on a continuous session plan. School opens at 8:30 and continues until 3:45. This provides nine class periods and one period from 8:30 to 8:45 during which faculty advisers meet their pupils as a group. Teachers are assigned to seven periods. Students' schedules call for either study periods or class periods from 8:45 until their last schedules period after which they may leave the building. If any student has two consecutive study periods at noon, or if he has one period and can return to school in that time, he is permitted to take his lunch at home, otherwise he must remain at school. After the high school is dismissed continuation school pupils occupy the building until 5 o'clock daily.

*New Brunswick, N. J.*

#### Senior High School.

8:40 to 9:20. 9:20 to 10:03.

10:03 to 10:46.

10:46 to 11:29. (Assembly.)

11:29 to 12:12. (Lunch.)

12:55 to 1:38. 12:12 to 12:55.

1:38 to 2:21.

2:21 to 3:—4. (Closing Period 7 & 8.)

Sr. High School & 9th.

#### Junior High School.

8:40 to 9:20. (9th year.)

9:20 to 10:03. (Assembly, 7th & 8th enter school.)



MR. A. F. HUSSANDER,  
Consulting Architect for the Board of Edu-  
cation, Chicago, Ill.  
(See Page 34)

10:03 to 10:46. 10:46 to 11:29.

11:29 to 12:12.

Noon Period—12:12 to 12:55.

12:55 to 1:38. (Lunch 9th.)

1:38 to 2:21. 2:21 to 3:04.

3:04 to 3:45. (Closing period 7th & 8th.)

#### Work and Study Plan.

With three rooms of equal size—A, B, C—let A be the study hall and seat sixty pupils therein. Let B and C be recitation rooms each seating thirty pupils, thus accommodating 120 pupils in three rooms instead of 90.

#### Work-Study-Play Plan.

Briefly, the plan is this: "The first part, which we will call the 'A School,' comes to school in the morning, say at 8:30, and goes to classrooms for academic work. While this school is in the classrooms, it obviously can not use any of the special facilities; therefore the other school—'B School,' goes to the special activities, one-third to the auditorium, one-third to the playground, and one-third is divided among such activities as the shops, laboratories, drawing, and music studies. At the end of one of two periods—that is, when the first group of children has remained, according to the judgment of the school authorities in school seats as long as is good for them at one time—the A School goes to the playgrounds auditorium, or are engaged in other special facilities, while the B school goes to the classroom.

"Reorganization of a school on the work-study-play plan. This school has a seating capacity of 560 pupils. There are fourteen regular classrooms; there is also one room used as a physical training room and one as a manual training room, making a total of sixteen rooms.

"Under the work-study-play plan, this school would be made into an eighteen class school, thereby allowing for an enrollment of 720. There are at present fourteen classrooms. Nine would continue to be used as classrooms. Two of the seven remaining rooms could be made into an auditorium; two into a playroom; one used as a manual training room as at present; one as a cooking room, and one as a nature study or drawing room, or for any other special activity desired."

#### Special Plans.

*The Duplicate School Scheme*—in use at Gary, Ind., is well known.

*The Companion Class Plan*—has been developed at Sacramento, Calif. A member of the school staff describes it: "We have a large number of portable buildings, and about six years ago we established what we call 'the companion class plan.' It is a little different from your platoon plan, which you mention.

"We have now about one hundred companion classes, which makes a saving of fifty rooms. We have many schools where we have neither a gymnasium nor an assembly hall. We are able to work our plans by building what we call 'pavilions' which house the 'out' pupils in inclement weather. These are built of rough material. Of course we have more good weather than you have, and can get along with more temporary equipment.

"We have two \$300,000 buildings which are new, and even in our new buildings we are incorporating this plan. We are already on the way towards the building of twelve more buildings. In all of these buildings we will use the companion class plan. The philosophy behind the plan is more than the simple saving of classroom. We feel that the subject taught can be better taught in the atmosphere of the subject, thus we prefer separate rooms for music, nature study, drawing and manual training, even tho we had plenty of room."

\*Quoted from Bulletin 68, (1919) Department of the Interior.



### ANNUAL MEETING OF THE NATIONAL ASSOCIATION OF SCHOOL ACCOUNTING AND BUSINESS OFFICIALS.

The tenth annual convention of the National Association of School Accounting and Business Officials will be held May 16-20, at Detroit, Mich. Mr. George F. Womrath, business superintendent of schools of St. Paul, Minn., will preside at the sessions.

The convention and registration headquarters will be at the Statler Hotel. The hotel management has given the use of the regular convention room for the meetings of the four days which have been arranged for by the officers of the association.

Monday is get-together and registration day, during which all delegates and members will register at the booth arranged for the purpose in the Statler. There will also be a tour of inspection of the Detroit schools, a cafeteria luncheon at one of the high schools, with an evening dinner as guests of the board of education, followed by an evening of entertainment in one of the high school auditoriums.

#### The Program.

*Tuesday Morning, May 17.*

*Address of Welcome*, By a city official.

*Response*, Mr. Henry B. Rose, Secretary of the school board, Providence, R. I.

*President's Address*, Mr. George F. Womrath, business superintendent of schools, St. Paul, Minn.

*Address*, Mr. E. M. Brown, supply commissioner of the board of education, St. Louis, Mo.

*Discussion*: Supply department accounting.

*Tuesday Afternoon.*

*Reports of Committees on Bylaws and on Standardization of Accounts.*

*Address*, Mr. Charles H. Meyer, secretary and business manager, board of education, Johnstown, Pa.

*Discussion*: The marketing of school bonds by small cities.

*Address*, Dr. E. Vernon Hall, aerologist, Chicago, Ill.

*Discussion*: Schoolhouse ventilation.

*Wednesday Morning, May 18.*

*Address*, Mr. Reuben W. Jones, Secretary of the school board, Seattle, Wash.

*Discussion*: School revenues—sources, distribution and limitations.

*Address*, Frank A. Vanderlip.

*Address*, Mr. Paul E. Scholz, business manager, board of education, San Antonio, Tex.

*Wednesday Afternoon.*

*Address*, Mr. Herbert J. Morse, business manager, department of public instruction, Trenton, N. J.

*Address*, Mr. George W. Gerwig, secretary of the board of education, Pittsburgh, Pa.

*Discussion*: Adequate funds for schools and the amount that each of the three partners, the local community, the state and the nation should bear in providing these funds.

*Thursday Morning, May 19.*

*Illustrated Address*, Mr. William B. Ittner, St. Louis, Mo.

*Discussion*: Vital considerations in school-house planning.

*Address*, Mr. P. C. Packer, assistant superintendent of schools, Detroit, Mich.

*Discussion*: A school building program.

*Report of the Committee on Standardization of Schoolhouse Planning*, Mr. J. J. Mahar, Boston, Mass., chairman.

*Thursday Afternoon.*

*Address*, Mr. Wm. C. Bruce, Editor of the American School Board Journal, Milwaukee, Wis.

*Subject*: A publicity campaign for the public schools.

*Address*, Mr. Carter Alexander, assistant superintendent of schools, Madison, Wis.

*Discussion*: Selling the schools to the public.

*Friday Morning, May 20.*

*Report of the Committee on Standardization of Accounts and Terminology*, Mr. Henry R. M. Cook, New York City, Chairman.

*Report of the Committee on Procedure for Purchase of Textbooks*, Mr. Samuel Gaiser, superintendent of supplies, board of education, Newark, N. J.

*Address*, Mr. A. B. Moehlman.

*Friday Afternoon.*

*Report of Committee on Janitorial Service.*  
*Business.*

### MEDICAL INSPECTION LEGAL

The Supreme court of Colorado, in reversing a judgment in which the plaintiff company was granted an injunction against the defendants, who were the president, secretary and treasurer of the school board of Denver, forbidding them to issue warrants for the maintenance of the school health inspection department which the board had established and in which it employed physicians, dentists and nurses, holds that such maintenance is within the lawful powers of the board. The court says that the power of school boards to exclude pupils who do not meet reasonable health requirements, which is undoubted, necessitates the conclusion that they have power: (1) To make the requirements and to take expert advice as to what those requirements ought to be. (2) To determine whether the pupil meets them, which requires expert advice and inspection, and therefore they may employ suitable persons to give such advice and make such inspection. It is undoubted that the board may provide for the physical as well as the mental education of the pupils. It follows that, if they provide physical education, they must, within reasonable limits as to expense and time of pupils, provide for determining what is proper and beneficial for each pupil, by all reasonable means, in-

cluding examination, physical as well as mental, by suitable persons, and for proper physical exercises and development to overcome defects. This should not include medical or surgical treatment for disease. The fact that the persons employed are professional medical men and nurses does not preclude but justifies their employment for such a purpose. It was held that if the board were restricted under the law to the employment of "teachers, mechanics and laborers" only, as was claimed by the plaintiff, it could not employ a lawyer, architect, clerk, secretary, librarian or engineer, or even a superintendent; and further, that if employees are inspecting the children and directing what is to be done for their physical education, they are as certainly teachers as are principals of large schools who do not actually teach.

It is pointed out that the provision of the constitution for free schools for all from 6 to 21 years of age does not preclude free schools for those under 6 years. Why, then, does a provision for inspection of sight, hearing and breathing preclude inspection for measles or curvature of the spine? The fear that school districts will be burdened with unnecessary and expensive experts is groundless. The people of the district can always control the whole matter by changing the board.



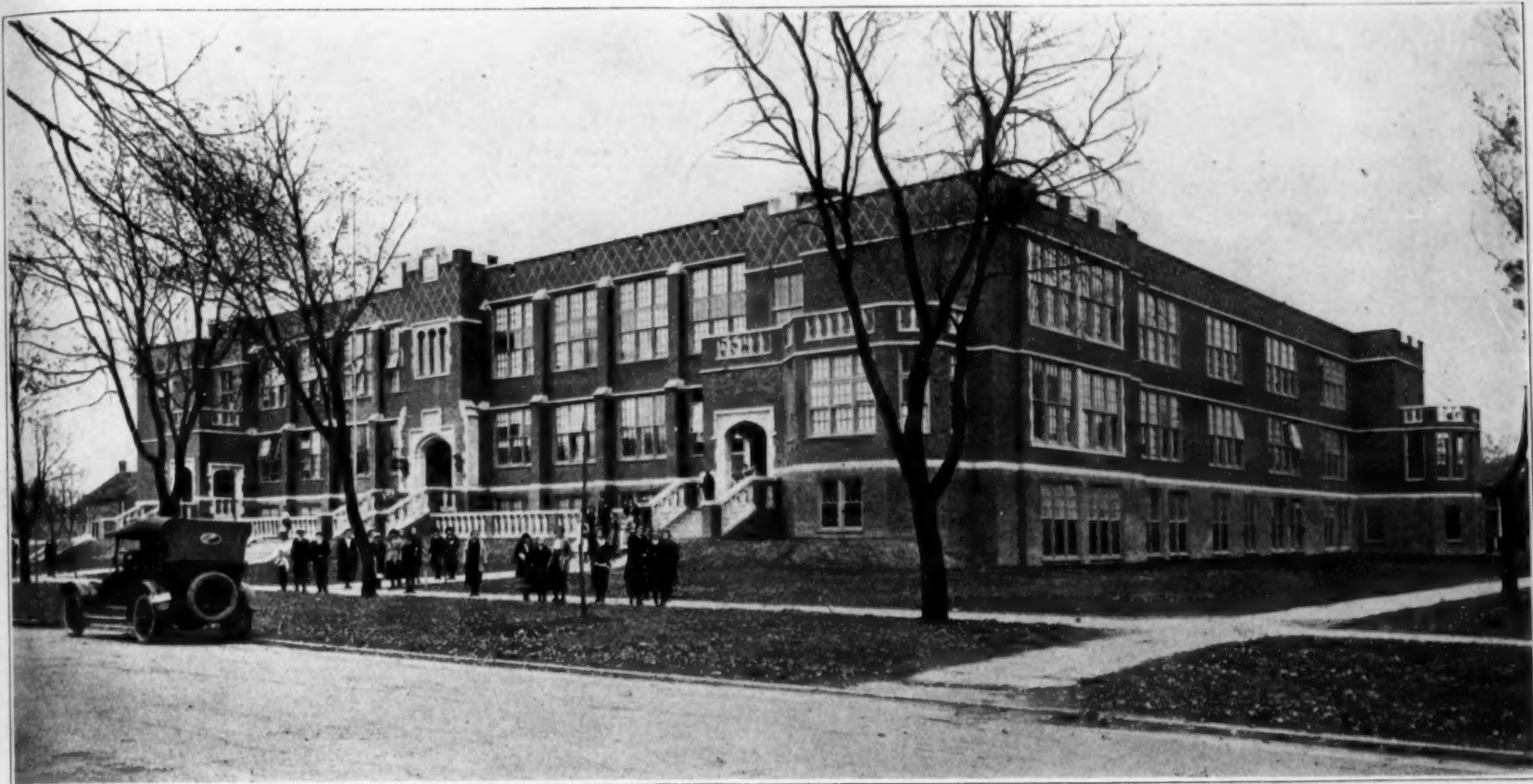
STUDY HALL (SEATING CAPACITY, 140), HIGH SCHOOL, FARGO, N. D.



ASSEMBLY HALL AND GYMNASIUM, HIGH SCHOOL, FARGO, N. D.

A sound-proof steel curtain immediately behind proscenium arch makes the simultaneous use of both rooms possible.





HIGH SCHOOL, FARGO, N. D. Wm. B. Ittner, A. I. A., Architect.

## A Complete School at Fargo, N. D.

Wm. B. Ittner, Architect, St. Louis, Mo.

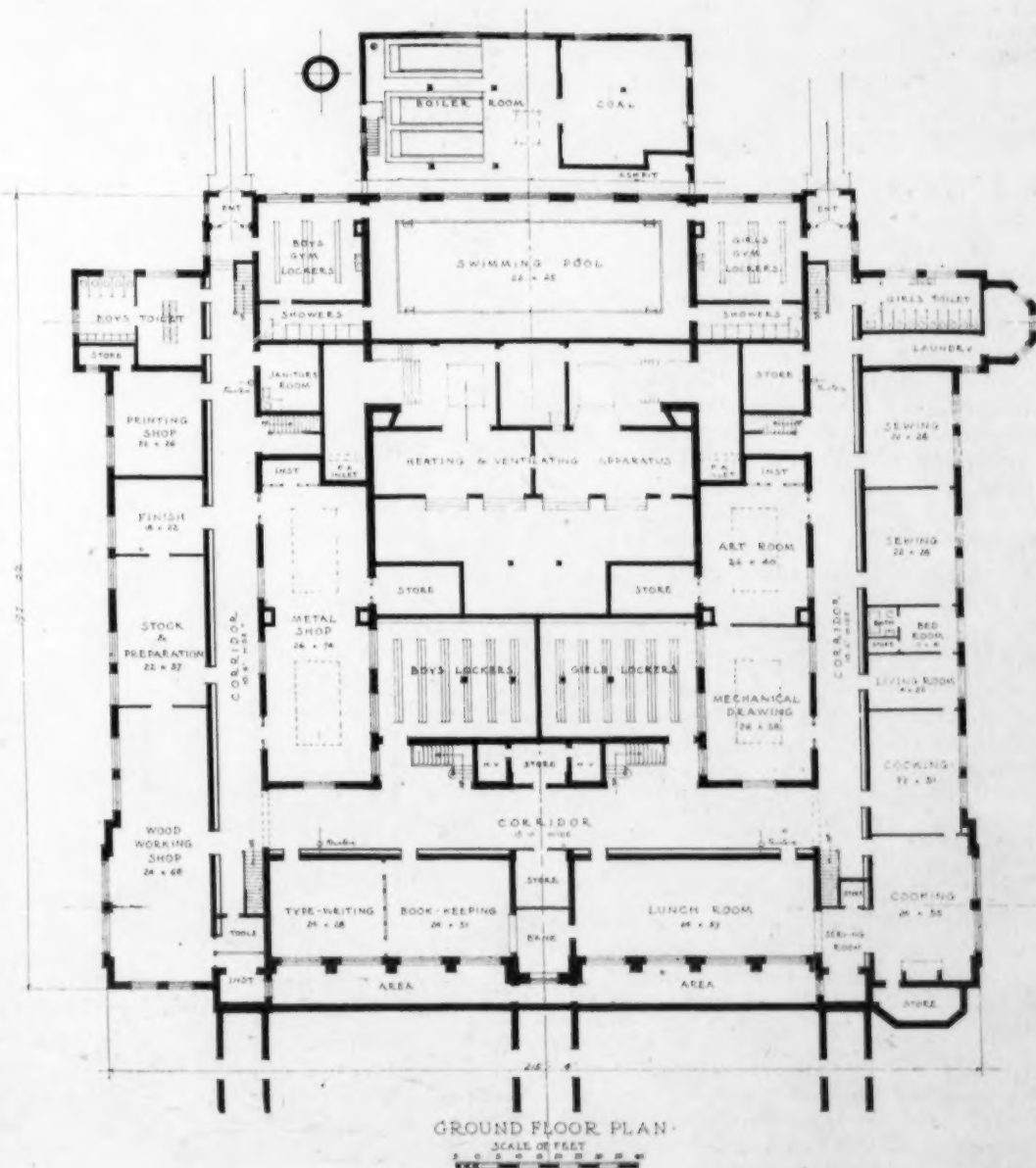
Whatever may be the advantages of a separation of elementary schools and high schools, experience goes to prove that for many communities the complete school, viz., a combination of elementary grades and high school, offers the only sane method of securing enriched school facilities.

In many communities the erection of a modern, well-equipped high school with gymnasiums, rich prevocational quarters and an auditorium, for high school grades alone, is financially impossible owing, perhaps, to the limited number of high school pupils to be accommodated. If, however, the high school building could absorb the grades from some crowded, worn-out elementary schools, so that it would serve a large number of pupils, then, with a little good management full educational, recreational and vocational facilities may be brought to all.

Thru the destruction of its old high school building by fire in December, 1916, such an opportunity came to Fargo, N. D., and as the best means of meeting the emergency, a complete school building was planned. The building was so designed that it could be used as a combination high and grade school for a number of years, accommodating comfortably and without crowding at least 1,200 pupils. It contains eleven rooms for the grades, besides a kindergarten and simultaneously will accommodate 800 high school pupils. As the high school grows, the grade rooms can be released for high school purposes.

The building is three stories in height and of fireproof construction thruout. Owing to the open plan the corridors on each floor are adequately lighted, while the central part of the corridor on the upper floor is top lighted for art-exhibit purposes.

Perhaps the most distinctive feature of the school is its auditorium which has a maximum seating capacity of 1,300, thereby affording a much needed community center when not in use for school purposes. It is located on the main



HIGH SCHOOL, FARGO, N. DAK. Wm. B. Ittner, Architect, St. Louis, Mo.

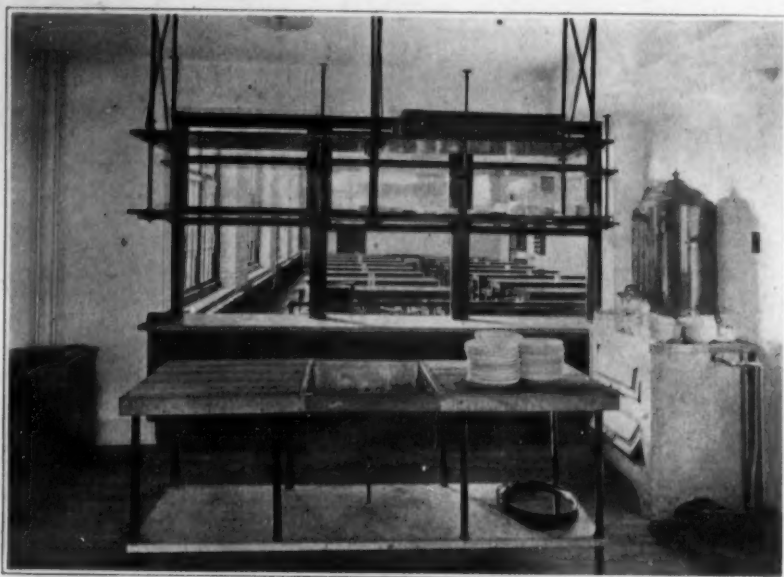




BIOLOGICAL LABORATORY, HIGH SCHOOL, FARGO, N. D.



BUSINESS CLASSROOM, HIGH SCHOOL, FARGO, N. D.



LOOKING INTO THE LUNCHROOM FROM SERVING ROOM, HIGH SCHOOL, FARGO, N. D.



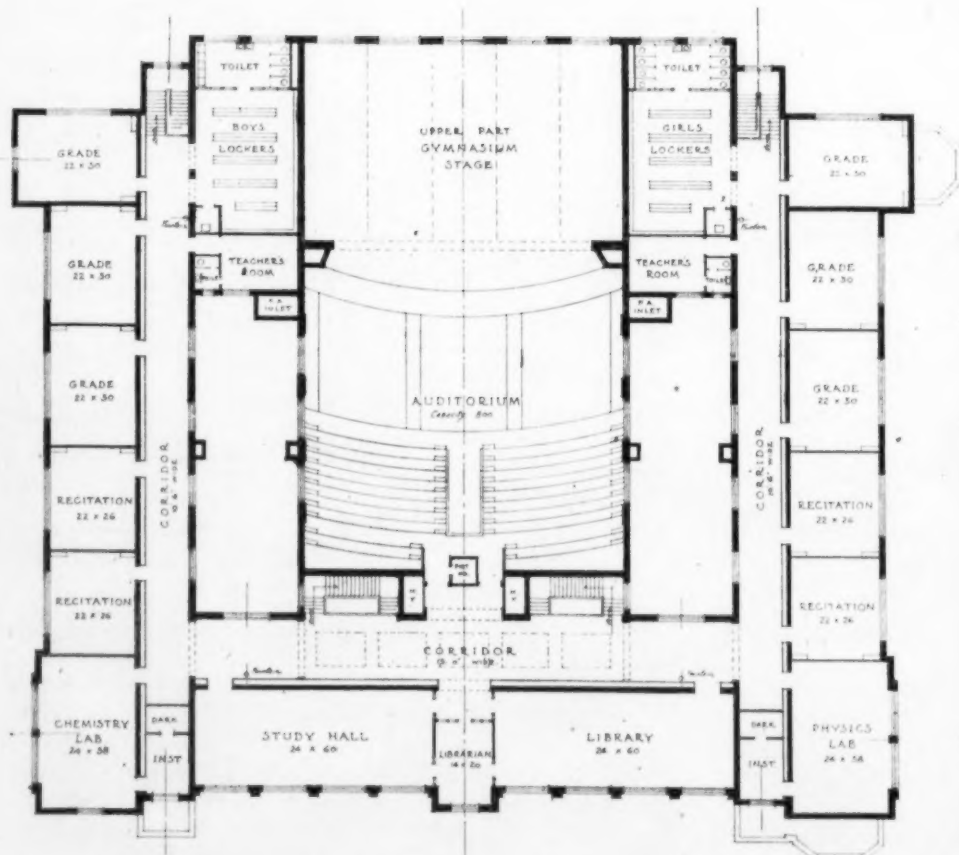
A MAIN CORRIDOR, HIGH SCHOOL, FARGO, N. D.

floor and correlates with the gymnasium in such manner that the two can be united into one great assembly hall or can be divided and used separately. The effectiveness of this correlation was well illustrated during the dedicatory activities, when the program was opened by a chorus of 450 high school students, followed by an educational film, a short program of addresses, a demonstration of three uses of the stage gymnasium which included a series of indoor gymnastics and a high school play. The program was concluded with a game of basket ball.

The administration rooms for the board of education as well as for the school are located on the main floor and are placed on either side of the main central entrance. Another feature of special interest to the community is the music and lecture room, also on the main floor, so as to be readily accessible to the public when not in use by pupils.

The ground floor of the building is divided into shop and home economic quarters, the lunch room, the swimming pool and the general locker rooms. There is no basement so the boiler and fuel rooms are also on this floor but at the rear and outside the main walls of the building.

The science group is divided. A conservatory and a biological laboratory with a lecture room are located upon the main floor; the chemical and physical laboratories on the second floor. By means of this arrangement the laboratories on the first floor can connect directly with such



SECOND FLOOR PLAN, HIGH SCHOOL, FARGO, N. DAK. Wm. B. Ittner, Architect, St. Louis, Mo.



out-of-door activities as horticulture, agriculture, or animal husbandry, in case the school should care to develop those special lines of practical science.

The kindergarten occupies a sunny room on the main floor; the library and study hall a convenient section of the second floor. There are twenty standard classrooms in the building. These are divided between the first and second floors.

The building was placed under contract in March, 1918, and altho erected under the trying conditions of labor and transportation prevailing during the war period, it was erected at a cost of \$380,000. Complete equipment was installed at a cost of \$80,000, or \$462,000 for the plant as illustrated.

#### THE SOCIALIZED RECITATION. THE PUPIL THE TEACHER.

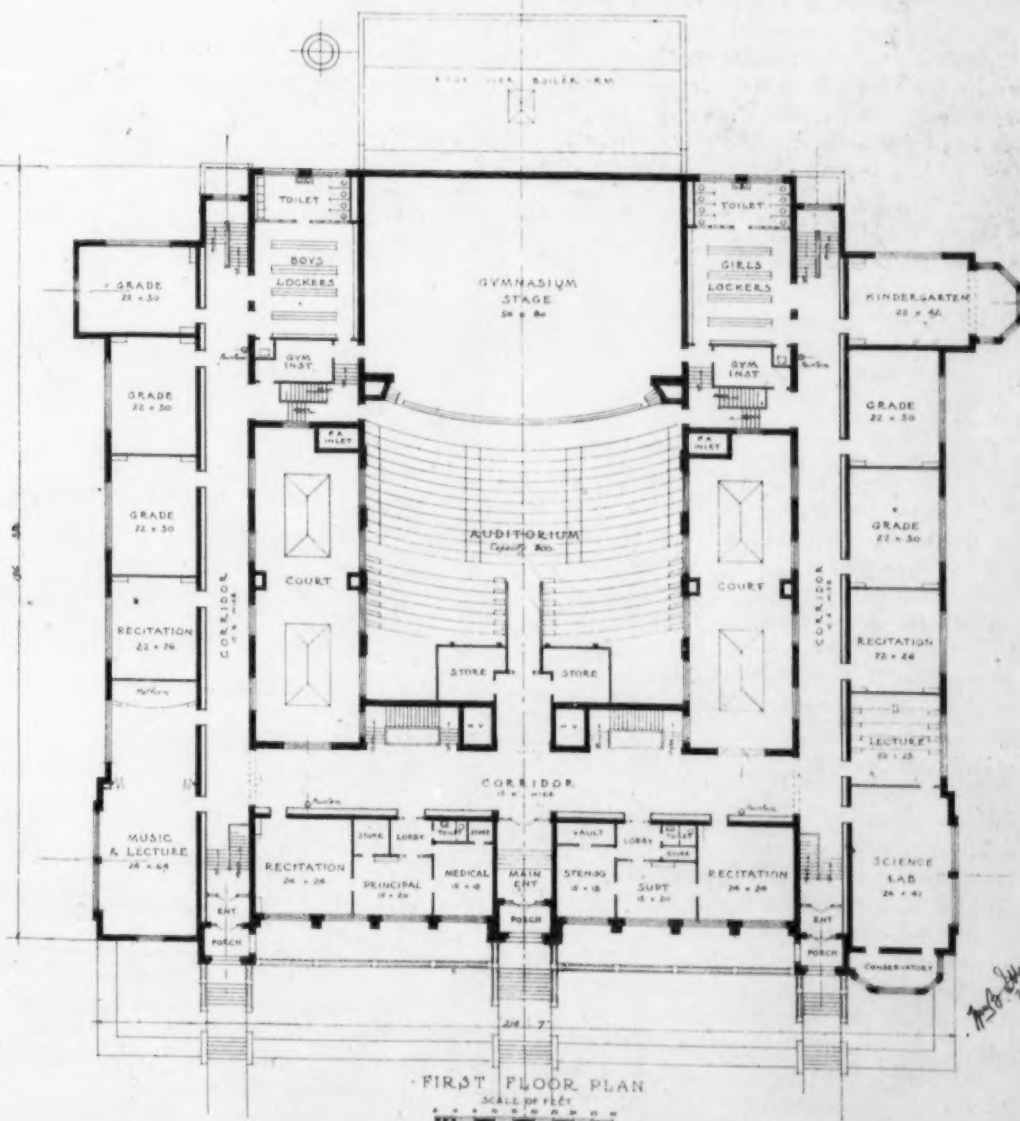
On that fine autumnal afternoon when the famous Mr. Ichabod Crane sat on the lofty stool which was his throne and in pensive meditation watched his little literary realm, in his hand he swayed a ferrule, the sceptre of despotic power. Conveniently located on three nails behind the throne, the birch of justice was enjoying a temporary respite from active service. On the desk before Mr. Crane might be seen an odd collection of half-munched apples, popguns, whirligigs, fly-cages, and whole legions of rampant little paper gamecocks—all confiscated articles. An act of justice had apparently just been inflicted, for "a kind of buzzing stillness reigned thruout the schoolroom." The teacher here was most decidedly the dictator of the situation.

Translate Ichabod to a modern schoolroom and he would undoubtedly receive the surprise of his life. Kaisers and kings have experienced a severe setback. Democracy is making head in every relation of life in America. It has invaded the classroom.

Had Ichabod accompanied me on Friday, say, on my visit to Miss Leary's sophomore girls' class at the Naugatuck High School, he would have witnessed the working of a "socialized" recitation. When I entered the room, I did not at first see the teacher, for that girl with hair falling about her shoulders surely couldn't be the teacher, altho she stood straight and dignified behind the magisterial desk and was evidently conducting the proceedings. My entrance did not interrupt. Miss Leary rose quietly from her unobtrusive position in the corner of the room, and explained to me that the little girl in charge had planned out the whole recitation, making assignments to all the other pupils, and was now "hearing" the lesson, which was on current events. The question under discussion seemed to have to do with the restriction of immigration. "I think that we ought to limit the number of foreigners coming to our shores to a very small number until things settle down to normal again," declared one little girl, when her classmate called upon her to recite. The children were using no notes, and I could tell that they were not, parrot-like, giving out carefully memorized opinions of others. The control of English which these sophomore girls displayed was truly remarkable. Each statement made was liable to be assailed by some other pupil, and had to be defended extemporaneously by the girl who made it. Whenever one pupil addressed a question to another, both would rise courteously. The discussion was carried on at all times with quietness, dignity, and intelligence. All the pupils showed a keen interest in what was being said and paid close attention. They maintained



THE MAIN FRONT, HIGH SCHOOL, FARGO, N. D.  
William B. Ittner, Architect, St. Louis, Mo.



HIGH SCHOOL, FARGO, N. DAK.  
William B. Ittner, Architect, St. Louis, Mo.

a respectful attitude always toward their classmate who called upon them to recite. I was as sorry as they were, when the bell rang for the end of the period.

This briefly describes the "socialized" recitation. In some classes and in some schools it

might not prove so successful as it seems to be in Miss Leary's class at the Naugatuck High School.

Orwin B. Griffin.

Wilby High School, Waterbury, Conn.  
March 12, 1921.



## TWO STORIES AND A MORAL.

Isabel Underwood Blake, Oak Park, Ill.

### I.

A complacent school board member looked about her at a school party, and smiled at a circle of capable teachers.

"Certainly we have secured an unusually fine 'faculty' for our high school," she congratulated the school board and the town. It was a teacher herself who took issue with her.

"The town is wasting its money. It has as you say, a good staff of teachers. It is paying them well, and it is refusing to use one-half of their capabilities."

The school board member blinked at the blunt statement, but once started, the teacher went on, while her party ice-cream melted.

"We teach to the best of our individual capability, but we administer discipline as it has been outlined to us we are to administer it. We are not even consulted. Yet one of us is a former principal of a high school, who is going back to teaching, simply to be relieved of a burden of personal responsibility. One of us is a man who is making a lifework of teaching, and is eager for every side of experience in it. One has taught in a boarding school for boys and girls, and has had success, too, as a social settlement teacher.

"Every one of us comes from a different sort of educational institution,—a girls' college with the 'honor system'; a normal school with courses in discipline; a university with dormitories for its students; a university without; a strict, denominational college.

"Still, with all this experience on the part of teachers in tested methods of discipline, and with our subsequent experience, we are not allowed to participate in the school administration even to the extent of helping determine what its policy of discipline shall be. The town is wasting its teachers."

### II.

"A queer thing happened to me when I began to teach," a competent teacher of English once confided. "The first day I was given a list of the books for reading, supplementary and for study, that the four English classes were to take up. This list technically fulfilled the college entrance requirements, but had evidently been made out years before. It was not the sort of list that modern educators would make. Some of the books were dull, and would never inspire a young person to further reading; some that were on the list had of late been unfavorably discussed by prominent teachers of English. (I had been following the reports of these discussions.) Some of the books were stale, thru years of 'teaching' them; and some splendid choices offered in recent years by the college entrance board, were entirely overlooked.

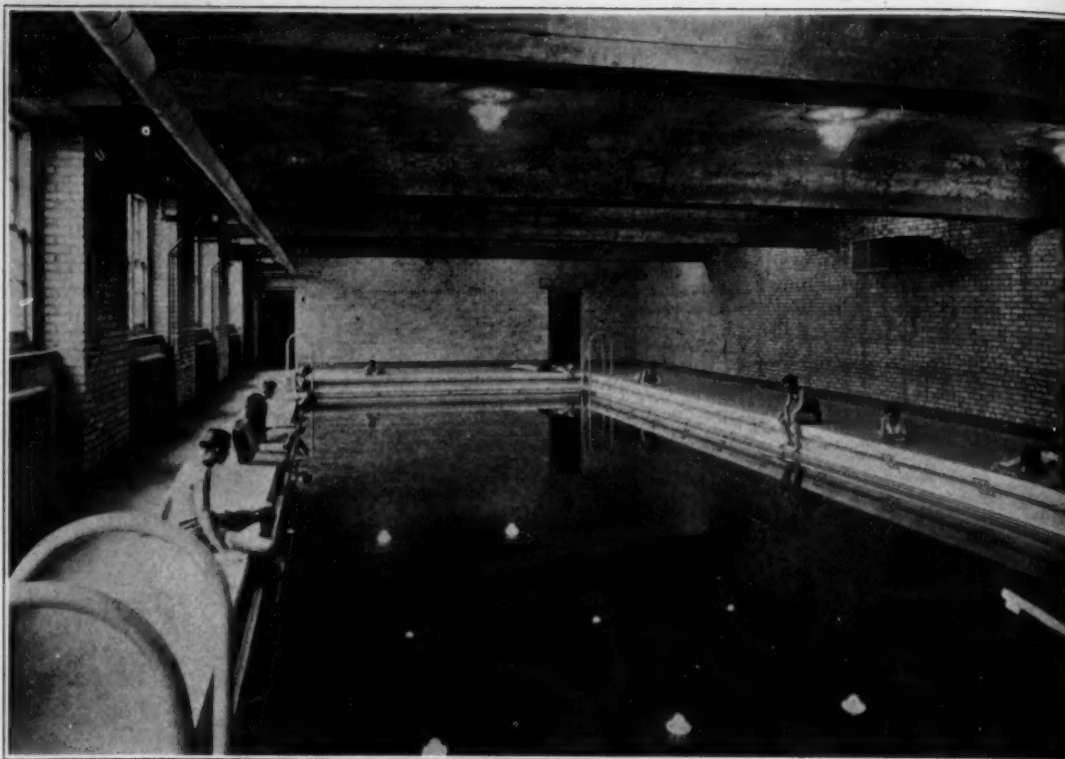
"I took the out-of-date list, with my suggestions lightly pencilled in, to the principal, and asked her if I as sole teacher of English in the school, might make these changes. She agreed that my suggestions were enlightened, and I went home encouraged to do creative work.

"The next morning when I returned to school I found on my desk the same old list of books, with my pencilled plans ruthlessly erased. I learned some weeks later that the principal, in her zeal, had reported my zeal, and that the proposed changes in the book list had been quashed. She was reminded that the teacher had no part in the school administration, and as for me to try to choose the books for the English classes, she was asked *what business it was of mine.*"

### A COMPLAINT.

To the Editor:—

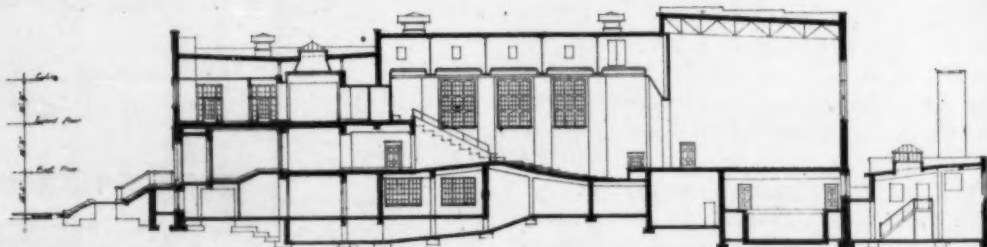
It seems to me that your leading editorial in the March, 1921, issue of your Journal comes



SWIMMING POOL, HIGH SCHOOL, FARGO, N. D.



TYPICAL RECITATION ROOMS, HIGH SCHOOL, FARGO, N. D.



LONGITUDINAL SECTION, HIGH SCHOOL, FARGO, N. DAK. Wm. B. Ittner, Architect.

dangerously near advocating the medieval, cloisteral attitude toward teachers. There was a time when teachers were a group apart who argued about speculative and other-worldly matters while the life about them went on in a channel by itself. That was when education in a formal sense was restricted to the clerical group. At that time the interests and activities of teachers came by tradition to be restricted to the problems of the hereafter, the speculative and the innocuous.

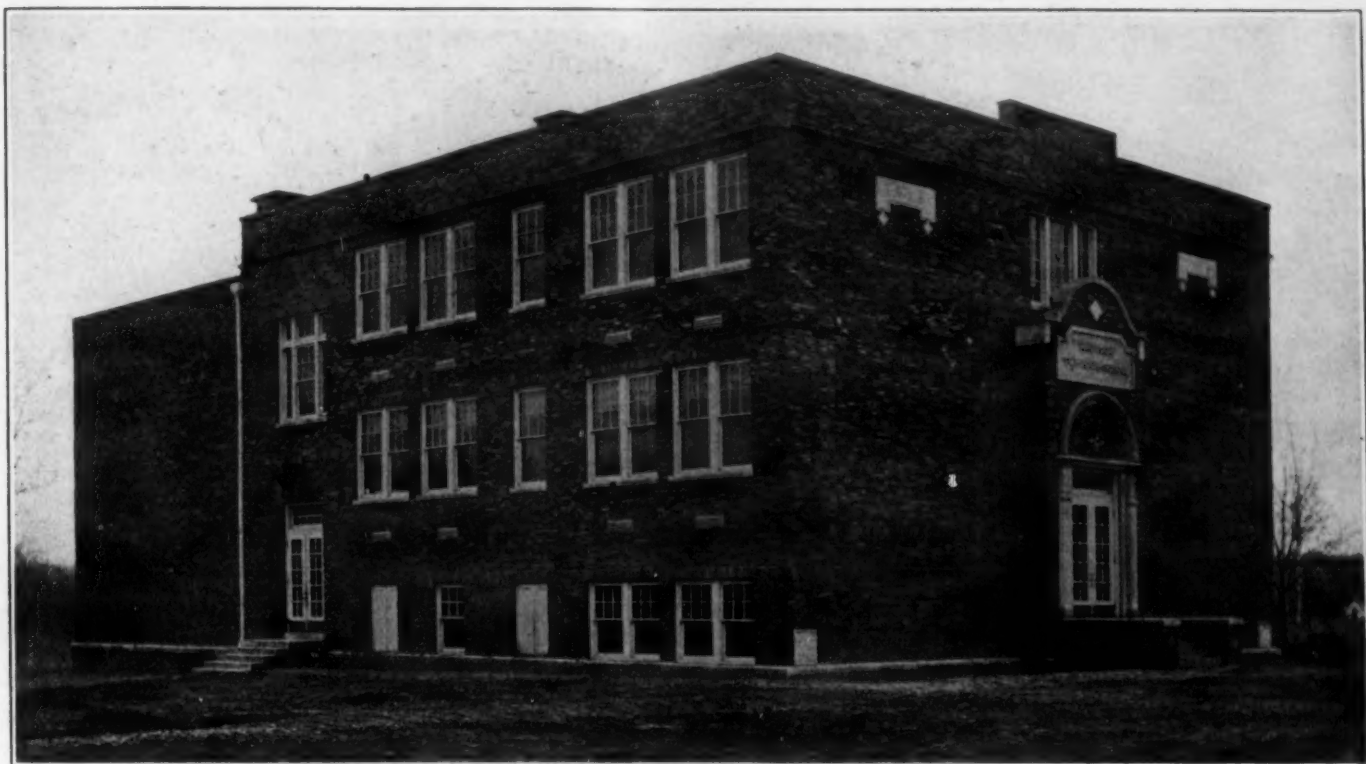
Today, however, education is an entirely dif-

ferent matter. The teacher, more than any other social worker, carries the responsibility of leading the rising generation into an appreciative understanding of, and skilful mastery over, the ends and processes of life as it now is and should be. This responsibility cannot be discharged in a vital way by a person who has only a book, or even an observational, knowledge of life. He must be a participator in a real sense in at least one life activity beyond the school. This may consist of church work,

(Concluded on Page 112)

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RACCOON TOWNSHIP HIGH SCHOOL, BRIDGETON, IND.  
Johnson, Miller & Miller, Architects, Terre Haute, Ind.

## Community Assistance in Schoolhouse Construction

J. R. Shannon, Principal of High School, Bridgeton, Ind.

For several years prior to 1918 the consolidated and high school of Racoon Township, Parke County, Indiana, had been at a standstill. But in that year a forward movement was started which has not yet reached its climax.

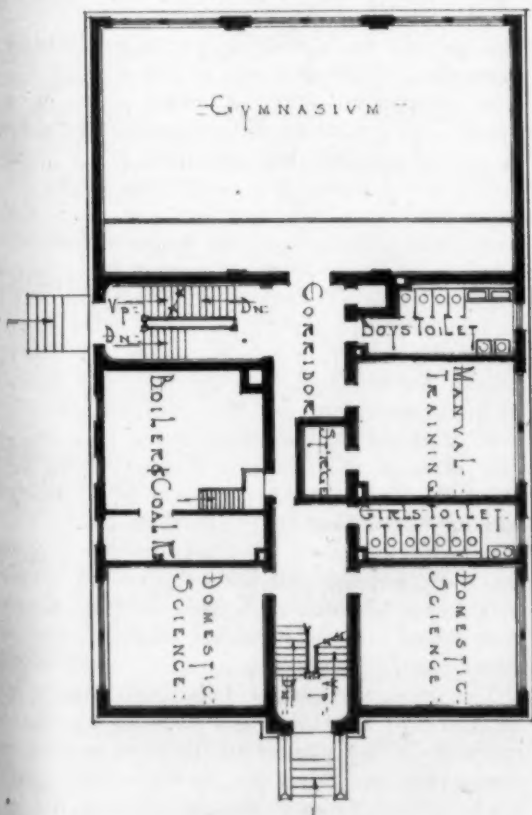
In 1898 a two-story brick building, with four rooms besides the basement, was built in Bridgeton, a village of about 400 population, which lies in the center of the township. This building was never intended to house more than the consolidated grade schools of the vicinity and was sufficiently large for that purpose. In

fact, many tight-fisted taxpayers protested that it was entirely too large and would never be needed. But in a few years the first, and then the second, and later the third and fourth years of high school were organized and crowded into the same building. Now since two things can not occupy the same space at the same time, the first and second grades of common school were transferred to an empty residence, and a basement room, formerly used as a coal cellar, was converted into a classroom. The high school was enabled to get certified standing by this

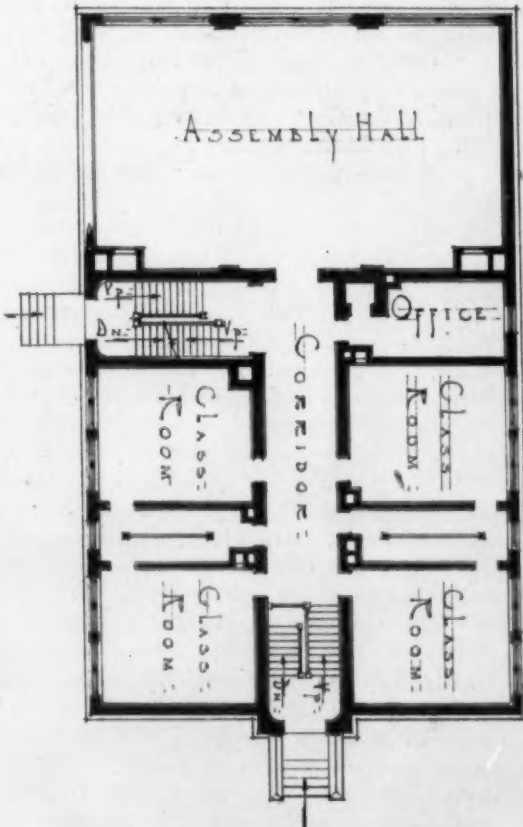
makeshift and so school was conducted in this manner for a number of years.

An attempt was made at one time by the township trustee to have a separate building erected for the high school, but the advisory board disagreed on the site for the new structure and the matter was settled by not building anywhere.

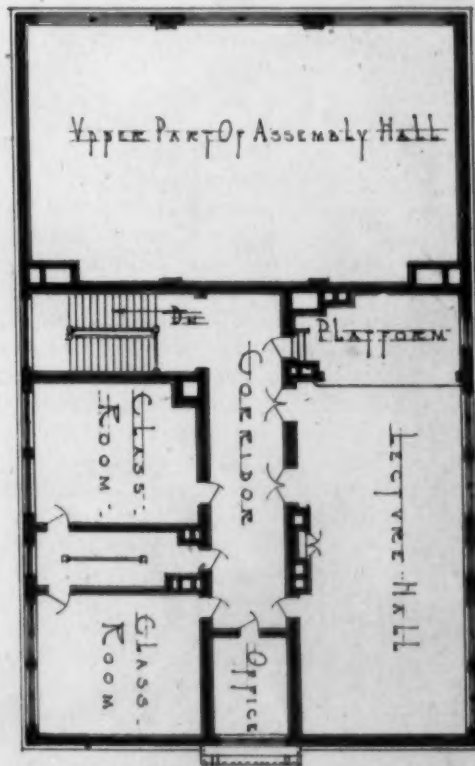
In the fall of 1918, when the present principal began his work in this field he found the largest high school in the county crowded into two rooms and the old coal cellar. There was less than an acre of playground. The primary



BASEMENT PLAN.



FIRST FLOOR PLAN.



SECOND FLOOR PLAN.

RACCOON TOWNSHIP HIGH SCHOOL, BRIDGETON, IND. Johnson, Miller & Johnson, Architects.





THE GRADING CREW, RACCOON

grades still occupied their little shot-gun dwelling. Two teachers were trying to handle the whole four years high school.

The occasion for a change came very suddenly but not unexpectedly. The principal had prophesied privately to a few patrons that when the state inspector came something would happen. And so it did. The inspector in cold blood reduced the standing of the school and permitted only three years of work to be done there until a new building for high school purposes could be erected on a plot of ground adjacent to the old building. This field contained about five acres and was one of the two locations considered by the former board which had disagreed on a site.

A meeting of the patrons was called by the principal for the first Saturday after the inspector's visit at which he told them of the action taken by the inspector, why he had taken it and the only remedy to be hoped for. This meeting served as an eye-opener to the people who before had little known or thought about the run-down condition of their school. Two weeks later a second meeting was called by the trustee with the county superintendent presiding. One hundred twenty-five men attended this meeting and discussed freely the question of building a new school. Only one man raised his voice in protest and he was hooted down by the others. This man, by the way, was the one who had most strenuously opposed the building of the old house twenty years before. After this meeting only a small amount of resistance was made by the taxpayers and in this the same old-time knocker was the ringleader.

With the sentiment of the community so thoroly on one side of the question the officials had nothing to do but go ahead so fast as possible. Fortunately a new advisory board was in office, and the members began no such silly quibbling as had the former board about the site. But the decision to build was only the least part of the process of getting our new plant which we are now using.

The Indiana state constitution provides that the bonded indebtedness of a taxing unit cannot exceed two per cent of its assessed valuation. Now two per cent was enough to pay for an adequate school building in ordinary times, but was wholly insufficient during the prevailing high cost of building materials in 1919. To meet the situation the local officials together with the county superintendent, the state inspector, and the senator from Parke County drew up a bill to permit an indebtedness of two per cent on the school and two per cent on the civil townships for school purposes and had it

introduced in the state legislature which was then in session. But when the bill got into the senate it was amended so as to apply only to townships where old buildings had been destroyed by fire or tornado. Thus the bill which was originated to benefit Racoon Township became a dead letter.

The next move was to wait for the spring assessment which it was hoped would be considerably higher. But after the assessment was made it had to go before the county board of review for the final approval. This board finished its work about the middle of July. That left a half of July and all of August in which to advertise for bids, sell bonds, let a contract and build a schoolhouse so as to meet the requirements of the state department of education. Of course such a thing was absurd so a substitute course had to be sought.

During the summer another residence across the street had been vacated and the principal seized upon it as a solution to the problem. He got the inspector to come to see it and grant the privilege of using it to supplement the rooms in the old building already used for high school purposes and by employing additional teachers, have the school restored to its certified standing as before the last inspection. This did not make a very convenient or comfortable arrangement, but sufficed to tide over the interregnum caused by financial delays.

A most mischievous law then in effect in Indiana forbade local officials to sell any bonds whatever without consent of a board which sat at the state capitol and knew nothing about the local conditions existing in the hundreds of communities of the state. This board caused the longest delays and the most inconvenience of the several obstacles thrust in the way of the local officials in their fight for a new school. It was they, however, that prevented prompt action which could have saved Racoon Township several dollars and much annoyance. It was they who so entangled the local officials with red tape that they had to struggle all winter to get free. The assessment of 1919 was higher than it had ever been before or has been since, but before the whims of the tax board could be satisfied the lower assessment of 1920 was in effect. Nearly six thousand dollars for school purposes was thus lost forever to the township. A shortage of funds thereafter was the constant embarrassment of the local officials.

No community ever rallied more nobly to the support of a public cause. Students, patrons and teachers recognizing the dilemma caused by the tax blunders each did their distinctive service to help relieve the financial burdens.

When school opened in the new building in the fall of 1920, there was not enough money left to provide any kind of artificial light so as to make the school a community center for night meetings. The students assumed this obligation. Also, for a year and more they had hoped to see their new building equipped with a cinematograph and now, while they were installing electric lights, they went a step farther and bought the projector. They got a half dozen reliable men to sign their notes, one for a light plant and fixtures, the other for the moving picture machine. They then entered enthusiastically upon a money-making campaign to pay their debts. Their success has been phenomenal. At this writing (March, 1921) one note has been cancelled and the other is over half paid. Meanwhile the community has held frequent public meetings in the school auditorium and has enjoyed several wholesome moving picture shows.

By far the greatest single piece of gratuitous service rendered was by the patrons and students who graded and filled in the school yard. The school was built on low lying, though well-drained, land and to get the proper elevation for the building the basement was built above the outside level, with only the sub-basement excavated. Now this was as unbecoming as it was inconvenient, but the township was out of funds. At a meeting of the farmers' federation it was suggested that the men bring teams, scrapers and gravel beds to do this work. The suggestion took well and for five days there were from twenty to thirty teams and fifty to one hundred men working on this job. School boys and men teachers were excused in relays to help with the shoveling. Dirt never moved so readily before, nor were wagons so rapidly filled. No one loafed on the job. All worked at an unusual rate for they realized that they were working for something more than wages. The girls of the domestic-science classes imitated the Salvation Army girls in France by serving hot coffee, doughnuts and oyster soup free to the workmen. A local surveyor planned the work and directed the workers. It is estimated that had this work been paid for at current prices, the labor alone would have cost about two thousand dollars.

The dreams of the principal and county superintendent for this school have been partially realized. Their plan from the start was to organize the school on the six-six system, with the lower six grades in the old building and the upper six in the new. This has been done with great success. It is the only school in Indiana organized on the six-six plan with the two parts





TOWNSHIP SCHOOL, BRIDGETON, IND.

in separate buildings. The school has been given the commissioned standing, and the inspector has complimented the local authorities on getting the most building on the least money that he has ever seen. The state superintendent has said that he regards Racoon Township School as the model rural school of the state and has so recommended it to other state superintendents who have written to him for advice on rural school advancement.

But there are still other worlds to conquer. Several things remain undone which it is hoped will be done within a few years. Chief of these are the construction of a teacherage, the equipping of a playground and athletic field, the building of a large stable and garage to accommodate the scores of students who drive to school and the beautifying of the campus. It will take only time to do this for the progress that is now being made and the attitude of the people in the community are a sufficient guarantee to remove all other obstacles.

Now this is not written to be a lesson to other schools. The trustee of a township adjoining the one here spoken of observed how the students were paying for the light plant and cinematograph. Misjudging the situation he tried to get his principal to take up the same thing with their students, to give a show every Friday night and thus relieve him of buying the necessary school equipment which it was his duty to buy and for which he had plenty of money. Of course, the principal refused and friction resulted. This is written only to show what one community could do when it was "up against it."

#### CONSTRUCTION OF THE RACON TOWNSHIP HIGH SCHOOL.

The building was erected in 1917 at a cost of approximately \$50,000. The general construction was \$38,000; heating, \$9,000; plumbing, \$3,000. The building has a maximum capacity of 250 pupils, so that the cost on this basis is \$200 per pupil.

The building is of ordinary, substantial construction. The walls are brick, backed with hollow tile and trimmed on the exterior with stone and terra cotta. The floors are frame and the roof is five-ply tar-and-gravel.

The entire building, including the basement is plastered thruout. The flooring is clear maple and the wood trim is yellow pine, except in the office where oak has been used. The heating plant includes two low boilers of sufficient capacity to heat an old school building located on the same site. All classrooms are supplied with direct-indirect radiation in wall

boxes. The vitiated air is exhausted thru flues.

The plumbing is of the best type and includes locally reverted fixtures. Sewage is disposed of by a septic tank and tiled disposal field.

The building was planned and the erection was supervised by Messrs. Johnson, Miller & Miller, Architects, Terre Haute, Ind.

#### SALARY DIFFERENCES.

Dr. F. W. Ballou, Superintendent City Schools, Washington, D. C.

The pupils of one grade are entitled to as well trained and efficient teachers as are the pupils of another grade. The pupil of grade 1, should have as good a teacher as the pupil in the senior class of high school.

Different stages of teaching service require different types of professional preparation. A kindergarten frequently has a larger amount of professional training than a high school teacher, and correspondingly less academic equipment.

As a general principle I believe salary of a teacher should be based on the amount, character and quality of academic and professional preparation and teaching experience.

In the administration of such a salary schedule due provision must be made to guard against paying teachers more money for a mere accumu-

lation of college credit without any corresponding improvement in teaching power.

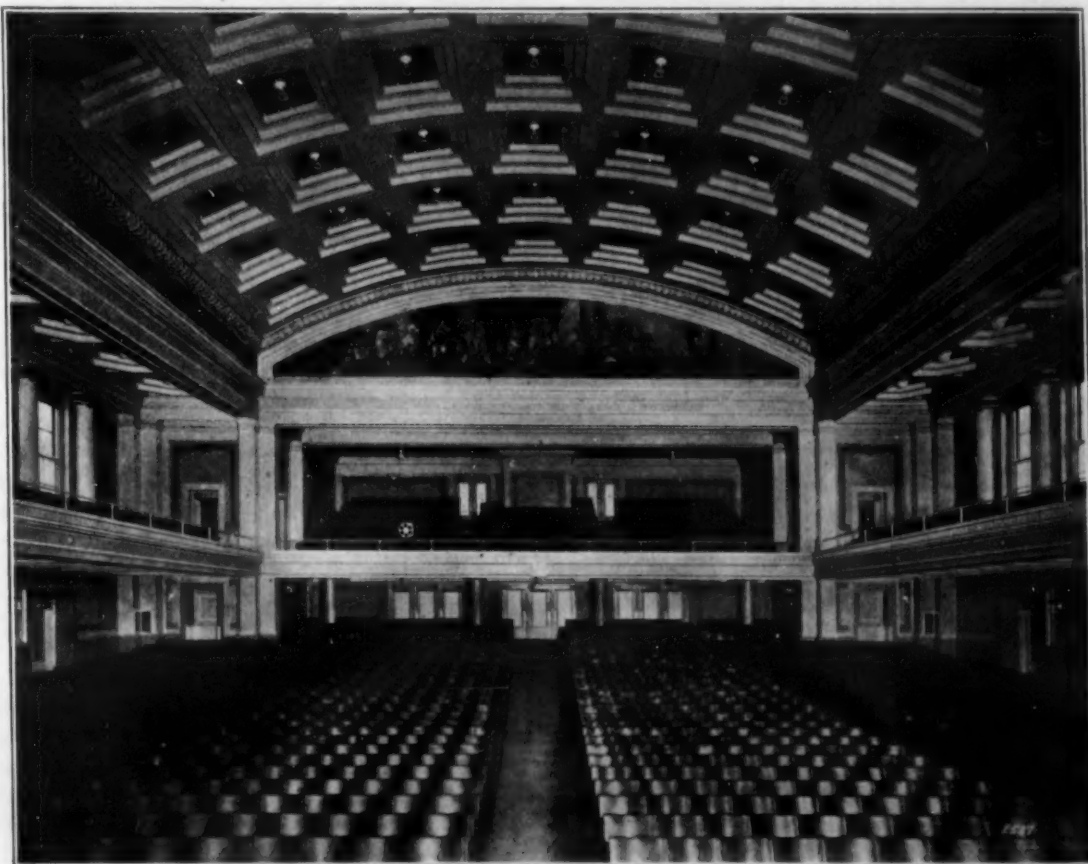
It is essential also in my judgment, that teachers should not be obliged to change rank or grade in order to get more money. Rewards for superior training and teaching efficiency should be provided.

Furthermore, salaries for exceptional teaching should be high enough to retain teachers at teaching, rather than be kept so low that for salary alone, a first class teacher becomes a second rate principal or supervisor.

#### SMITH-TOWNER BILL BELIEVED DEAD.

Reports from Washington indicate that the Smith-Towner bill establishing a federal department of education with a cabinet officer at its head, will be indefinitely postponed and that the proposed federal aid to education will be incorporated in another bill, establishing a department of public welfare.

It is known that President Harding is committed to the creation of a department intended to unite the several governmental bureaus and offices concerned with education, health, child welfare, veteran welfare, etc. It is believed that such a department will afford considerable economy by unifying and systematizing present activities and preventing present and future duplication.

AUDITORIUM, CARTER H. HARRISON TECHNICAL HIGH SCHOOL, CHICAGO, ILL.  
A. F. Hussander, Architect, Chicago.





## THE AMERICAN School Board Journal

WM. GEO. BRUCE  
WM. C. BRUCE } Editors

### EDITORIAL

#### SCHOOL BOARD CREDITS.

Public boards of education have always lived and done business in the secure belief that their credit is above suspicion and that any order which they give will be honored and appreciated. Among businessmen the notion has been universally prevalent that public accounts are unquestionably good so long as the orders are given in a legal manner and the bond issues or tax levies have been duly sanctioned by law. It has been said with some pride on the part of school officials that schoolbook publishers and school supply dealers need no credit men in their executive staffs.

During the past three years, however, numerous situations have arisen in city and rural school districts that have greatly changed the opinions of experienced manufacturers and dealers and have given rise to the suggestion that school boards be "rated for credit" very much as private individuals and corporations are rated by the commercial agencies.

At least four general classes of reasons have become apparent for questioning the unrestricted acceptance of school board orders for goods. The first and most serious question is the ability of the districts to pay. Payments by warrants, collectible within six months or within a longer, indefinite period, have been given by numerous districts in the Dakotas, Montana, Minnesota, Washington and other states and so questionable is some of the paper that it is not acceptable as collateral for bank loans.

The second type of questionable credits arises from the fact that some boards believe themselves not to be bound by the ordinary laws of morality and common business ethics. This belief evidences itself in (a) arbitrary cancellations of orders, (b) unjust claims, (c) return of goods without reason or explanation, (d) unsupported claims of shortage in shipment. Every businessman will recognize in these abuses the tactics of people whose patronage is not desirable and whose orders are constantly questioned.

The third general reason for complaint arises from general carelessness and inattention to correspondence. Some school board secretaries seem to think that public business does not require observance of those courtesies which they follow in personal and private business dealings. Requests for information on such vital points as shipping directions are allowed to remain unanswered for a month at a time. Bills are allowed to lay for weeks and even several months, without being checked or approved. Checks are delayed at the pleasure of an official.

While we believe that a careful survey of the situation would disclose the fact that comparatively few school boards in any of the states are guilty of the practices complained of, it is also true that no reason exists to excuse any of these abuses. School boards should be as jealous of their business reputation as is any individual or corporation.

#### THE NEED OF ECONOMY.

The present year is a critical one in industry and commerce and is likely to develop public opinion which will compel retrenchment in governmental activities and public institutions. Just how serious the situation will become depends upon many contributing economic, political and even international factors. If the movement for reducing federal taxes gains momentum and sweeps Congress into action, it is likely that similar movements will compel the states and the municipalities to pare appropriations and scale down tax rates. If this occurs, it is inevitable that the schools will be, at least slightly, affected.

In this connection, the National Education Association has issued a timely statement on school expenditures and has rendered a service in asking that there be no retrenchment in teachers' salaries or in the essential service rendered by the schools.

"This is no time for extravagance in governmental expenditures," says the N. E. A. "Appropriations should be carefully scrutinized and all unnecessary items eliminated. The times demand the application of the best principles in the conduct of public affairs.

"However, there can be no retrenchment in the support of education. Money wisely expended for this purpose is an investment in citizenship and an insurance against the revolutionary conditions which exist in countries whose peoples are ignorant and illiterate.

"Our free public school system is an integral part of our free government, essential to its life and prosperity. The only secure foundation for democracy is an enlightened and intelligent electorate. A government of the people and by the people can be no better and no stronger than the composite citizenship of which it is constituted.

"The greatest need of our country today is competent, well-qualified teachers to train the future citizens of the nation. We must get rid of the incompetent and unprepared in our public schools. The schools of tomorrow should be taught only by the best, and the profession of teaching must be made so inviting that it will attract and hold the best. Any reduction in the salaries of teachers or any failure properly to appreciate the importance of education will turn from the teaching profession those young men and women now preparing for their life's work who should be secured for this most important field of public service.

"Let us cut down expenditures for luxuries. Let us reduce appropriations wherever it can be done with safety, but for the perpetuity of those ideals and principles which are nearest to the hearts of the American people there can be no backward step in the development of a strong, intelligent, patriotic citizenry, upon whom must depend the preservation of the things for which we have made such sacrifice in blood and treasure. The hope of America is in her free public schools. To elevate their standards and promote their efficiency should be the purpose of every American citizen."

To sum up our own opinion: This is not the logical time to increase school appropriations, except as may be warranted by growth in school population and property values. It is decidedly not the right time for further radical salary raises, or for any large extensions of school service. The shortage of sittings in cities and towns makes large building operations imperative, but these should be projected on lines of strictest economy and efficiency. It is better to meet the present situation squarely than to allow the tide of events to overwhelm school boards and permanently cripple the schools.

#### SERVILITY AND TEACHING.

Teachers have been rightfully accused of displaying an attitude of mind "all too docile" toward their superiors. Undoubtedly this has been due in part to their sex and comparative youthfulness, and in part to the proverbial spirit of the schools. There is in practically every teaching position, an amount of security and a lack of need for competitive effort, that teachers easily slip into a self-satisfied attitude

of mind that softens and smoothes the pugnacity so necessary in business and certain professional occupations.

With this condition in mind, it is strange to hear a teacher declare of her profession: "At present our position is one of servility. We live in an atmosphere of fear. We are at the mercy of the powers." The speaker is either ignorant of real conditions in the large and small cities or she is seeking to stir up a bit of trouble.

Of all public servants, the teacher is the most secure in her position; the most peaceful in the nature and requirements of her work, and the safest in tenure. Even when she is of doubtful efficiency and is content to let the clock work as a means of supposedly gaining experience and increased teaching power, it is exceedingly difficult to discharge her. Compare her hours, her associations, the possibilities of becoming involved in difficulties and troubles, with the social worker, the nurse, the saleswoman, the clerical worker and the teacher's advantages will be better understood.

The teacher's office is one of dignity, influence and social recognition. What lack of permanence there has been has been due in ninety-nine out of a hundred cases, to the individual teacher herself. No teacher need live—or does live—in an atmosphere of apprehension or fear. Let there be even a slight suspicion that a teacher is to be discharged for anything but inefficiency, and public opinion as well as the press, will rally to right the wrong.

It is our experience that practically all teachers who complain of being down-trodden, or fearful, have not a clear record of efficiency and a sane, progressive spirit.

#### TEACHERS AND TAXES.

A critic of teachers has recently remarked that teachers should not be exempted from the payment of income taxes, because so few of them pay any taxes on real estate, or personal belongings. The argument would appeal to us very strongly if it were true that teachers pay no personal or property tax. It would gather much weight in our estimation if teachers received salaries commensurate with the social importance of their work and equal to those received by men and women in other occupations demanding the same preparation, effort and efficiency. We should even be willing to "soak" bachelors in the profession an added tax even tho all the conditions cited are true.

But every teacher from the humblest beginner in the country to the oldest city superintendent pays a tax. A fraction of every dollar paid for food, clothing, shelter, transportation, for luxuries and amusements, is diverted to pay real estate and personal property, and even income tax. The amount may be infinitesimal so far as a single purchase may be concerned, but it is paid or else the butcher, the grocer, the clothing merchant, the railway company, the theater owner could not pay their direct taxes and still show a profit. We are taxpayers all.

#### A NEW POINT OF CONFLICT.

The relations and prerogatives of the superintendent of schools have been the cause of some of the bitterest fights in boards of education and insistence on recognition has ended disastrously for the official tenure of many a superintendent. It has required nearly three decades of agitation and persistent effort to turn into accepted practice the principle that every superintendent must have initiative and executive powers in all professional matters relating to the schools, subject only to review and approval by the school board as a body.

It is an old maxim that power seeks to devour itself further power, and it is equally true that public office inevitably seeks to enlarge its



function and broaden its usefulness. The school superintendency has been no exception to these general truths. During the past ten years there has been a very clear cut movement in the large and medium-size cities to give the superintendent of schools executive control over every phase of school work. It has been argued by the superintendents, with a good deal of truth, that every bit of school business has a bearing on the educational efficiency of the system and that every element, beginning with the making of budgets and ending with the accounting for school moneys, should be under the control of the superintendent. It has been held that the boards of education should work out general policies, and most boards have been quite content to do this and to sit in the capacity of legislators for the schools, reserving the privilege of passing judgment on all acts of their professional appointees. The new movement has not destroyed the old fight on the rights and prerogatives of the superintendent but has rather shifted it from the board of education to the shoulders of the business executives—the secretaries, business managers, superintendents of buildings, auditors and purchasing agents.

Just as the superintendent has become an expert in school supervision and administration based on special training and experience, so in recent years the business executives of school boards have grown in their occupations and have become specialists in more than one sense. It is impossible to find a school board auditor in a city of any consequence who is not a "C. P. A.," or at least who has not had considerable training and experience in the science of accounting. The business managers of school boards are almost invariably men of long business experience who are competent to handle large affairs. The superintendents of buildings are either architects of considerable ability and experience or are practical builders with a knowledge of architectural and building design and frequently with considerable engineering ability. The men in charge of the purchases measure up with the most skilled purchasing agents of large corporations.

It is quite to be expected that each of these types of business officials of school boards should ask for a measure of initiative and executive freedom in their work, similar to the powers and responsibilities which are held in private corporations by men in similar positions. It is quite natural too that they should resent interference in strictly technical matters from a superintendent of schools who, while he may have qualified as an expert in pedagogy and school organization, knows nothing of such special matters as for example the theory of accounts, the underlying principles of heating, the technique of bond issues, etc.

It is our belief that all school business must necessarily be subject to an educational test and that no construction of new buildings, no element of finance, no item of budget making or accounting should be undertaken without the approval of the superintendent of schools so far as educational results are concerned. It is, however, ridiculous for a superintendent to ask for entire initiative and executive powers on technical business or building matters, or to seek to control rigidly the business executives of a school district any more than he would want a member of the school board to dictate to him in the professional details of his own job. If recognition of his professional ability on the part of the school board is essential why should he not be willing to apply that same principle to the business executives with whom he is associated? We have never met a business executive of a school board who did not thoroughly understand that his position is minor to that of the superintendent and that every act

of his department must be subjected to the scrutiny of its effect on the educational welfare of the schools.

#### PARENT-TEACHER ASSOCIATIONS.

The school, as much as the home, needs a form of cooperative effort such as is expressed in the parent-teachers association. And the large city school needs it more than the small school in the town or rural district. It has been well said by an educator:

"There is no other cooperative agency so much needed by the school as the home. There never was a time when the need was so great for intimate connection between the home and school as at present. The conditions of modern life are so complex, opportunities for good and evil are so numerous, the occupations of the home are so meager unless they are related to the school, and the work of school is so abstract unless it has a practical outcome in the home that it is imperative for parents and teachers to get together.

"The cooperation should not be confined to a sentimental regard and respect of each for the other. The training of each must supplement the other. Such cooperation can come about in no other way so well as thru organizations that bring parents and teachers into friendly and frequent association. All the questions that pertain to the early period of child life, are of equal importance to parents and teachers."

School boards may well take the initiative in causing the organization of home and school associations. The spring is the time to plan the work for the next school year, to determine the big needs of the schools and to devise a constructive program for bringing teachers into

sympathetic contact with the mothers and fathers, and of organizing the latter into a well-defined group which will support every worthwhile school project.

#### AN UNWISE SUGGESTION.

"The Committee on Financing Delegates" of the National Education Association has recommended that the expenses to the annual convention of the association be paid for in part by the general body and in part by affiliated associations. The committee, however, asked that boards of education be urged to bear at least a part of the expenses of local and state delegates.

It appears to us that the minor organizations which have affiliated themselves with the N. E. A. should be well able to finance the delegates which they send and that the N. E. A. with its present membership of 70,000 and its ultimate hoped for membership of 300,000 should be able to help pay the expenses of 300 or more delegates who are to conduct its business.

The N. E. A. is essentially a professional organization. In its new form it is designed to promote first and foremost the interests of teachers and then the cause of education. Its new form of organization and the policy of its present officers are designed entirely in the direction of bettering the conditions of teachers, of giving them larger salaries, of making their tenure more secure, and of securing pensions and similar advantages. It is this special purpose of the movement, aside from the general educational program that leads us to declare that it should be financed by the teachers themselves and that none of its expenditures should be saddled on school boards.



Good Medicine!



# The Professional Spirit of Teachers

A. L. Threlkeld, Supt. of Schools, Chillicothe, Mo.

In attacking this subject of the professional spirit of teachers, I want to ask this question: Are we a profession? To answer that question we must consider the elements that go to make up a profession. Is it possible that we can be a profession unless we expect to remain in the work for a lifetime? If we grant that the element of permanency must be a part of the profession in the face of the fact that we have tens of thousands of girls entering the work every year who know that they are to be in it only temporarily. Whether we like to admit it or not, it is a fact established by nature herself that these teachers are looking upon the work of school teaching as a temporary thing. It is only natural that they should expect to marry and establish homes, which generally means that they must withdraw from the teaching work.

Added to this large per cent of those who are engaged in school work everywhere is the large number of young men who expect to teach school for two or three years and then enter some other line of work. These are all old facts, it is true; but we must consider them in facing the question, Are we a profession?

Do you know of any other occupation that calls itself a profession whose members are so short a time in the work as we are?

Then, in addition to this question, I should like to submit another: Are our standards for entrance into our work high enough to justify us in calling ourselves a profession? I need not go into the facts appertaining to this phase of the question for I shall assume that every teacher who ever read a periodical of education knows of the multitude of teachers whom we have everywhere who are absolutely not qualified to teach school.

But in using the word "teacher" I want it understood that I am including principals, supervisors, and superintendents in that term.

All of us are familiar with the statistics showing how many teachers we have in this country who have had no high school training, and others who have had high school education and no professional schooling. Others have had professional training in high schools but no college training and others have had some college training but no professional training, while a few have had both college academic graduation plus professional training. This is certainly a complex situation, one that seems absolutely devoid of standards with hardly an argument in itself for our claiming that we as a whole are a profession. Is it not true that standards for entrance into other professions, such as medicine and law, are pretty definitely and uniformly worked out at this time? I assert that definite standards along this line high enough to be in harmony with the times are requisite to classification as a profession.

But there is another element that is closely connected with the two above mentioned facts which must enter into the makeup of any profession and that is a code of ethics. So long as we school teachers are guilty of such rank misconduct as that which frequently occurs among us, we have no right to expect to be known as a profession. It is true that there are still a great many teachers in this country whose sense of proper action is so low that they will allow a position to go on the auction block to be sold to the lowest bidder. To be more definite, I mean that a certain position is open; the board is willing to pay \$100 per month to a certain fairly well qualified teacher; but some avaricious individual gets word to the board,

either directly or indirectly, that he or she would take it for less money. And there are still many boards in the country who think that they would be guilty of a grave offense against their constituents if they were to employ a teacher for \$100 per month if another could be employed for less.

But the school boards are not so much to blame for this as we school teachers are to blame. We are supposed to be leaders in creating a proper conscience with respect to these things, and we have no right to expect school boards to take the lead. They are men and women engaged in other lines of work.

Then we have among us a great many teachers (and again I want to remark that in the term "teacher" I am including all of us) who seem to feel no moral obligation to observe a contract that they have deliberately signed. I do not know of any other fact that has a greater tendency to discredit the teacher in the eyes of the public than this one thing. The school board is generally composed of business men who consider a contract a serious agreement between two parties. If society were to take any other view toward a contract our civilization would cease to exist. Yet there are a large number of us who seem to think that a contract between a school board and a teacher is binding only upon the school board.

I might use a case as an illustration of what I have in mind. A school teacher was employed and she seemed unusually glad to have the position. She signed the contract entirely of her own accord. Late in the summer she sent the school board a brief note which read as follows: "Other arrangements having been made, I hereby ask to be released from contract signed some time ago." That teacher was not even professional enough in spirit to give any definite reason for wanting to resign. It became known, however, that she was offered another position which suited her better for reasons peculiar to herself and of such a nature as to be no justification for her action. Seemingly, she was ashamed to present her real motive to the board. The superintendent of schools in the community to which she went was interviewed by a third party and advised not to encourage the teacher to take the step she was contemplating. He replied rather brazenly that other superintendents had been stealing teachers from him and that if he could steal any he would do so. Is that a picture of professional spirit?

Of course I am now presenting the darker side of the situation. I do not mean to insinuate that all teachers are unprofessional. They are not. During last summer certain cases came to my attention in which teachers acted with the highest sort of ethical conceptions. But we should realize that all of us have to suffer for the wrong deeds of a part of us. I firmly believe that there is a sufficient number of high-minded people in our work to control the situation and to expel from the ranks these unmoral and immoral individuals who constitute our greatest liability before the public. How are we going to do it? We shall never have the respect of the public as the nature of our work justifies respect until we do it. Therefore we must do it.

It seems to me that it can only be done thru our professional organizations. We should immediately push this idea to the crest of our consciousness in our activities thru state and national organizations. We should not wait for the people acting thru their legislatures to lead

the way. We should do this ourselves. We should adopt a code of ethics which would so connect itself with our system of certification and revocation of certificates that teachers who are guilty of breaking the code would be expelled from the profession. If we were to draw up a high ethical code and put the necessary teeth into it, I believe that with the teachers working for it thru local, state, and national organizations the legislatures would not hesitate to support it with the necessary laws. How much better it would be for us school teachers to push this than to have the lead come from others! Let us show the public that we are interested in performing the highest type of service; that our appeal for higher salaries has been based entirely upon the proposition that a reasonable income is necessary for efficient service. Let us prove this to our people by adopting a code of ethics higher in its conception of service to mankind than that adopted by any other profession.

All teachers are aware of the fact that there is need for much reform among school boards in the attitude of the members toward the professional advancement of teachers. I am willing to go so far as to say that in the interest of better service to the children boards of education should be ready to accept the resignation of any teacher who may have the opportunity of obtaining a better position. This privilege should be accorded teachers in the contract on condition that reasonable notice be given so that the board may obtain a successor. But until school boards are generally convinced that this privilege is desirable teachers must comply with contracts exactly as they are written and signed. We must hold to the orderly processes of progress by education rather than by force.

Teachers' contracts should, in my opinion, make liberal allowance for sick leave and for leave of absence for professional study and travel without loss of pay. Liberal policies in this direction will inure to the benefit of society. Teachers cannot convince school boards and the public of the desirability of these advanced policies so long as they encourage or permit the non-ethical practices discussed above.

Education as now practiced by thousands of teachers is a profession in my opinion. I have in mind the teachers who are the best type of social servants and who hold and practice their calling on as high a plane as do any of the older professions. Our mission is of fundamental importance enough to be considered a profession.

Unless, however, we ask ourselves the questions discussed and seek to improve the practice of all teachers, we cannot find our weaknesses, or raise our standards as all earnest educators want them raised. We must never lose sight of our duty to improve ourselves by our own efforts for the sake of our fellowmen.

"Something more than justice" for school teachers is the slogan adopted by Mrs. Williams, the first woman school board member of Ventnor City, N. J. Splendid! Whatever you may have up your sleeves, Mrs. Williams, put it in the form of a motion, and we'll vote aye.

A legislator of Vermont recently made the declaration that he will "rip up the educational system of Vermont from top to bottom." Legislative rippers of this type are not new. They usually discover before the end of their term that the seam was double-sewed and wouldn't rip.



## GETTING READY FOR NEXT YEAR

Supt. R. C. Clark, Seymour, Conn.

These are busy days for the superintendent of schools in the small city. Not only is he closing the work for one year but he is beginning the work of preparing for the new year. It is my purpose here to present some of the steps in this preparation and some methods which I have found helpful in reducing the routine to a minimum.

Early in the spring we begin to get letters of application from normal school girls who expect to graduate in June and are anxious to find teaching positions for the next year. We know that in all probability there will be vacancies but we do not know where these vacancies will be nor how many. These applications must be answered. I have found that the following printed form saves time.

"My dear M—:—"

I am in receipt of your application for a position in our public school. At present there are no vacancies. I shall be glad to put your name on our waiting list and consider you should vacancies occur. I am enclosing a blank for your formal application. Please fill it and send it to me.

Yours truly, Superintendent."

The blank mentioned is as follows:

"I hereby apply for a position as teacher of

Seymour Public Schools

Name..... Address.....  
Education: High School..... Normal School.....  
College..... Post Graduate.....  
Degree..... Special Duty.....  
Experience: (name place, grade or subjects, number of students, and time employed)

References: (Your present and past superintendent or the principal of your normal school)

Do you consider yourself strong, good or fair in discipline? .....

If a college graduate, in what subjects did you major? .....

Age..... Married.....  
When and where could you be visited at work? .....

Could you come to Seymour for a personal conference? .....

Write any other information on the other side."

Later, when vacancies occur, many of these young ladies have already taken positions. In the mean time I have talked with the principal of the normal school and graded the applicants in accordance with the promise that they seem to give of making good teachers. I then send the following form letter to them in turn.

"My dear M—:—"

Have you taken a position for the coming year?

If not, would you be interested in a position in our..... school at \$..... to teach grade..... There are about ..... pupils in this room.

If I do not hear from you in four days I shall consider that you are not a candidate.

Yours truly,"

It may be that vacancies occur that require experienced teachers. In this case I send to one or two agencies which I have found reliable and ask them to recommend candidates. This usually brings several applications. We are anxious that before teachers are engaged they shall know what conditions are to be found here. I therefore send them this form letter:

"My dear M—:—"

The position for which you apply pays an annual salary of \$..... to one of your experience. This, according to our present schedule, will be increased \$..... annually up to \$..... There are ..... teachers and about ..... pupils in this school. The subjects you would be required to teach are..... You would be expected to take your turn at hall and yard duty. Board and room here cost about \$..... per week. If you are still a candidate,

please fill the enclosed formal application blank and return it to me. You may expect a decision about.....

Yours truly,"

Where it is necessary to get further information in regard to the candidate we send the following form:

M..... is being considered for a position as ..... in the public schools of Seymour, Connecticut, and you have been mentioned as a person who could give reliable information in regard to ..... work, capabilities, and personality. Will you please answer the following questions as definitely as you can. All information is considered strictly confidential.

Yours truly, Superintendent.

1. Please rate the candidate as poor, fair, good or excellent in regard to each of the following:  
a. Scholarship..... b. Ability to discipline..... c. Ability to teach..... d. Ability to inspire pupils to work..... e. Executive ability..... f. Enthusiasm..... g. Cooperation with associates..... h. Attitude toward superiors..... i. Industry in school work..... j. Professional interest and study..... k. Health..... l. Character.....
2. Would you be willing to hire candidate for a similar position and feel that you are doing full justice to yourself and the community?.....
3. In what capacity have you known the can-

didate? (Board Member, Superintendent, Teacher, Acquaintance) .....

Signed.....

We use the following contracts:

## FORM 1.

You are hereby notified that you have been appointed a teacher in the Seymour Public Schools for the year ending September, ....., consisting of ..... weeks, at a salary of not less than at the rate of \$..... per school year.

The Board of Education reserves the right to dismiss teachers before the close of the school year by giving four weeks' notice.

Kindly fill out the enclosed blank and return to me within ten days or this appointment will be considered null and void. Please keep this as your part of the contract.

Respectfully,"

"To the Board of Education, Seymour, Conn.

I hereby accept appointment as teacher in the Seymour Schools, for the year commencing September, ....., consisting of ..... weeks. I agree to the rule of the Board of Education that it may dismiss teachers before the close of the school year by giving four weeks' written notice. I also agree to give four weeks' written notice should I wish to leave the service of the Board before the close of the school year.

Respectfully yours,"

Repairs and cleaning should be done early in the summer vacation. Experience teaches that there is danger in putting these things off until August as they are liable not to get done. During May the superintendent finds it an ad-

(Concluded on Page 111)

## THE ASBURY PARK SCHOOLS

## HOW THEY SERVE



BOARDING SCHOOL  
Boys, Girls, and Matrons

**A GOOD PUBLIC SCHOOL SYSTEM**  
Is one of the most important factors in the best education of the home town where children shall lay the foundation of their future education and form their own lasting friendships. Asbury Park has such a school system.

**FACULTY**  
Our schools have a faculty of 100 and a student enrollment of about 2,000.

The High School faculty is made up of men and women who are college trained and experienced. They have proven their worth before coming into the system and each is a specialist in his line of work.

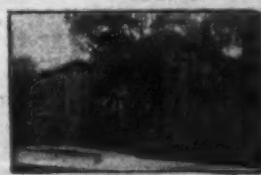
Institutions represented by the High School faculty are: Harvard, Brown, Wellesley, Mount Holyoke, Radcliffe, Elmira, Vassar, Trinity, Connecticut Wesleyan School of Finance, Barnard, Rutgers, Pennsylvania Academy of Fine Arts, Ohio Normal Institute, St. Lawrence University, University of Miami, Colgate, Columbia and Dickinson.

**COURSES**  
The Asbury Park High School is a first grade High School, offering the following courses for the choice of its nearly 700 pupils: College Preparatory, Classical and Technical, General Commercial and Household Arts. The certificate of the graduation is accepted by all colleges that admit students on certificate.

**ATHLETICS**  
Athletics for boys and girls are encouraged. Special teachers who are members of the faculty are provided for each sex in each branch of sport. The record of the school is proof that it is possible to maintain academic standards and win championships at the same time.

**OTHER ACTIVITIES**  
The High School maintains, under direct faculty supervision, an orchestra, debating teams, golf clubs and a dramatic club.

Social events between the various classes and the faculty club add a charm that has eliminated much of the regular study often associated with high schools.



PRESIDENT AVENUE SCHOOL  
Boys and Matrons

## PUPILS

The following communities recognize and take advantage of the educational opportunities offered by the Asbury Park High School: Bradley Beach, Avon, Belmar, Colts Neck, Spring Lake, Sea Cliff, Allamuchy, Deal, Loch Ardsheir, Wanaconda, Oakhurst, Interlaken, Silverbury Terrace, Wall Township and Neptune City.

The total enrollment has been increased from surrounding communities 100 High School pupils and 200 Elementary School pupils.

Present rates of tuition are: High School, \$60 a year; Grades 1 through 8, \$40; Kindergarten through Grade 4, \$30.

## TEACHERS

All teachers in the grade schools are Normal School graduates who have had practical experience.

Specialty trained teachers and supervisors are provided for music, penmanship, fine arts, industrial art (Primary Handwork), cooking, sewing, woodwork, printing and physical training.

It is interesting to note that the average experience of all our corps, including principals, is 12 years.

The average experience of Principals is 23.5 years; of High School and special teachers, 12.1 years; of grade teachers, 12.8 years; and of all teachers except principals, 11.2 years.

This average shows that pupils in the Asbury Park schools are in the hands of experienced instructors, of proven worth.

## PROMOTIONS

Promotion is by the half-year. This insures the necessity of repeating an entire year in one's pupil life is less work. As the plan works, pupils are graduated from both the High School and Elementary School twice a year—in February and June.

BOARD OF EDUCATION  
ASBURY PARK, NEW JERSEY

HARRISON C. HURLEY,  
President  
JOHN W. AYMAR,  
Vice President  
SALLY R. TAYLOR  
HARRY E. WHITE  
JAMES D. CARTON  
AMOS E. KRAYBILL, A. M.  
City Superintendent  
ROBERT CLARK,  
Superintendent



BRADLEY SCHOOL  
Boys and Girls

## KINDERGARTENS

A full two years' course in kindergarten training is provided in the city. The teachers are graduates of our best kindergarten training schools and are fully performing the important task of establishing contact between the home and the school.

## LENGTH OF SCHOOL YEAR

The school year usually runs for forty weeks, including holiday periods.

## MEDICAL INSPECTION

Asbury Park was one of the first cities in New Jersey to adopt medical inspection in its schools. Two physicians are employed for this purpose. A trained nurse and a physical director devote all of their time to the work here given best school in the health department of our school system. Through the efforts of the Local Red Cross Chapter, the establishment of a dental clinic is now in progress.

## BUILDINGS

In addition to the schools shown here, our system comprises a five-story annex adjoining the High School building and rented quarters in the Ingalls building, Main Street and Commercial Avenue, the latter accommodates the High School Sewing Department, a High School recreation room and a Fifth Grade, as well as the office of the Board of Education.

## SYSTEM

The school system is complete, maintaining all 40 pupils from kindergarten to a four-year first grade high school. It offers all the educational advantages of the larger cities without the disadvantages that are incidentally found in a larger school system. The standard is set by the best.



HIGH AVENUE AND KNOTT STREET SCHOOL  
(Temporary Annex for High School Elementary Pupils)

## ADVERTISING SCHOOL NEEDS.

The cut above is a miniature reproduction of a full page advertisement prepared by Mr. Egbert Close, Secretary of the Asbury Park, N. J., board of education. It constitutes the first of four pages in which the Asbury Park board of education endeavored to show the public of the city why its present budget for the year 1921-1922 should be allowed. The first page as shown argued the service of the schools, the second contained a detailed statement of the budget, the third page showed in detail the salaries paid each of the teachers and contained reasons why these could not be reduced. The fourth page discussed the high school and the school accommodations.



#### IV—SCHOOL CENSUS AND ATTENDANCE

A school census department works the year round. It is well to divide the city into census districts, each ward having from two to six census districts with an average of three loose-leaf books to each district and 225 family records to each book. From information thru the schools and various other sources, the changes should be kept as nearly up-to-date as possible during the year, adding new families that come into the city and eliminating those who move out of the city, and changing from one book to another those who move from one section of the city to another.

Enumerators are paid on a per capita basis, that is, about five cents for the name of each child and one-half cent for the name of the head of the family. It is necessary to take every family whether they have children or not. As soon as the enrollment cards are in in the fall, the census department checks them off with the census. If there are too many pupils reported in the schools who are not on the census, it is well to add them. Make a list of the pupils who are on the census, and not in school, and furnish to the attendance department. It is the duty of the attendance department to follow them up and to see that they are placed in school.

The attendance department checks up on the attendance of all the children of school age in the city, and also has charge of the issuing of employment permits. A number of cards are used in the attendance work. These cards are all numbered and the information will be numbered to correspond.

At the beginning of the school year in September, one of the cards is filled out for every child enrolled in school in the city—public, private and parochial. The cards are then sent to the office and are counted by schools and looked over to see that they are properly filled out. They are then cut in half; the card with the most information is turned over to the census department and filed according to streets and numbers, and the other half is filed in the office alphabetically. One of the cards is sent to the office whenever a child enters school during the school year, who has not been enrolled in any school in the city during the present school year.

[illegible]

A second card is used in checking up children of school age, who according to the records, are not enrolled in school and who have no permits to be out of school. Very often suffi-

OFFICE OF THE SUPERINTENDENT OF  
SCHOOLS.  
ATTENDANCE DEPARTMENT.

.....1918.

The census rolls for 1918 have been checked with the enrollment cards from the schools in....., ....., and we do not find a card to indicate that ....., whose age is reported as over 7 and under 16 years, is enrolled in any school. It is possible that the card for this child was omitted by some mistake. Therefore, I am asking you if you will please indicate on the attached post card what school the child is attending, if any.

An immediately reply will be appreciated.  
Yours sincerely,  
.....  
Head of Attendance Department.  
.....191.

ATTENDANCE DEPARTMENT:  
This is to notify you that.....  
is attending ..... School.  
(Signed).....  
.....  
Please give home address here.

Fig. 2. The upper card is mailed to the parent and the return card is addressed to the Attendance Department.

cient information is received to clear up the case without sending an officer to the home, such as when a family has left the city, the card is returned to the office stamped by the postoffice "left city." If the case needs further investigation, an officer is sent to the home, the

To the Principal:  
Will you please inform this office on the attached card whether or not.....  
age .....  
has entered your school? No enrollment card for this child has been received at this office. Report from the home is that this child is in your school. If child is in school please send enrollment card at once.  
Yours sincerely,  
.....  
Head of Attendance Department  
.....SCHOOL, .....  
(Signed) .....  
Principal.

Fig. 3. The upper card is addressed to the principal and the return card is used by him in conveying the information to the superintendent of schools.

child is attending in another city, the parents are required to get a statement from the school which the child is attending and to send it to the office.

A third card in the shape of a double postal card, is used when the report from the home is that the child is attending some school in the

NOTICE TO PARENTS.

The compulsory education law of the state of ..... section ... of the Public Acts of ..... requires that every parent, guardian or other person in the state of ..... having control and charge of any child between the ages of seven and sixteen years, shall be required to send such child to the public schools (*regular attendance at a private or parochial school will excuse attendance at a public school*) during the entire school year and such attendance shall be continuous and consecutive for the school year fixed by the district in which such parent, guardian or other person in parental control may reside.

Section 3 of this act further provides the penalty for violation of this act as follows:

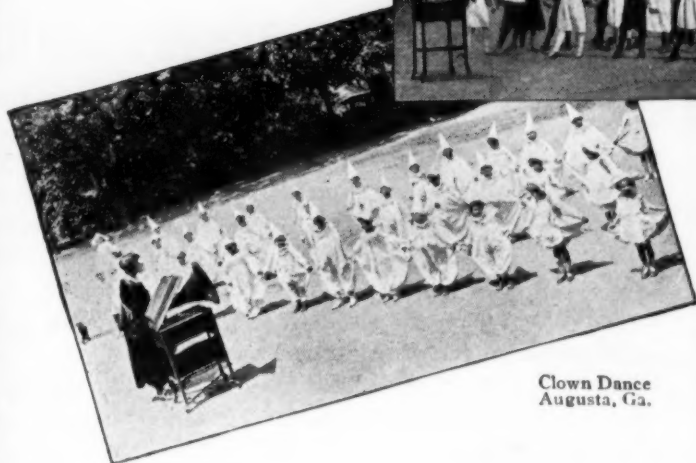
"In case any parent or other person in parental control shall fail to comply with the provisions of this act, he shall be deemed guilty of a misdemeanor, and shall on conviction thereof be fined not less than five nor more than fifty dollars, or imprisoned in the county or city jail for not less than two nor more than ninety days, or both such fine or imprisonment in the discretion of the court."

FULL NAME OF CHILD (LAST NAME FIRST)		PRESENT HOUSE NUMBER ST OR AVE		IS THIS A. Y B. N C. W		FULL NAME OF CHILD (LAST NAME FIRST)		PRESENT HOUSE NUMBER		IS THIS A. Y B. N C. W	
GRADE						DATE OF CHILD'S BIRTH		WHAT IS FULL NAME OF PARENT OR GUARDIAN?			
TEACHER'S NAME						DAY OF BIRTH					
DATE OF CHILD'S BIRTH		IN THIS SPACE GIVE CHILD'S ADDRESS AS IT WAS ON JUNE 1, LAST		IS THIS		MONTH					
DATE OF MONTH				A. Y		YEAR					
MONTH				B. N							
YEAR		HOUSE NUMBER		STREET OR AVENUE							
WHERE WERE YOU BORN?		WHAT IS FULL NAME OF PARENT OR GUARDIAN?									
		GIVE ADDRESS OF PARENT OR GUARDIAN		IS THIS							
				A. Y							
				B. N							
				C. W							
TOWN OR CITY		STATE		HOUSE NUMBER		STREET OR AVENUE					
WHENEVER A PUPIL ENTERS YOUR SCHOOL WHO HAS NOT BURNED THE CURRENT SCHOOL YEAR, BE ENROLLED IN ANY PUBLIC SCHOOL, IN GRADING AGENCIES, FULL PART AND OF THESE CARDS AND SEND IN THE LEADS AND STATISTICAL BUREAU, DEPT. OF EDUCATION. FORM 10						ENROLLMENT MAY 1912-DEC-1912					

DO NOT DETACH

FIG. 1. ENROLLMENT CARD.



Calisthenics  
Erie, Pa.Clown Dance  
Augusta, Ga.May Pole  
New Orleans, La.

## Out-of-door days are here!

Bring added joy to them  
with the Victrola

The Victrola is an ever-ready and tireless accompanist that can bring you correct, vigorous music for your

### Folk Dancing

Over one hundred European and American folk dances may be had on Victor Records supervised by Elizabeth Burchenal and Cecil J. Sharp, the foremost authorities in America and England.

### Interpretative Dancing

Dainty waltzes, stately minuets, sprightly polkas, and imaginative fantasies are recorded that make excellent accompaniments for aesthetic and interpretative dancing.

### Drills

Stirring marches, lilting waltzes, etc., make admirable accompaniment for wand, sword, ribbon, military, and may pole drills.

### Games

Many singing games embodying the very spirit of wholesome play may be had on Victor Records.

### Calisthenics

Zestful pleasure is added to formal gymnastics and calisthenics when music removes the monotony of cut-and-dried counting.



"HIS MASTER'S VOICE"

REG. U. S. PAT. OFF.

This trademark and the trademarked word "Victrola" identify all our products. Look under the lid! Look on the label! VICTOR TALKING MACHINE CO. Camden, N. J.

Educational Department  
**Victor Talking Machine Co.**  
Camden, New Jersey



**Victrola XXV**  
especially manufactured  
for School use

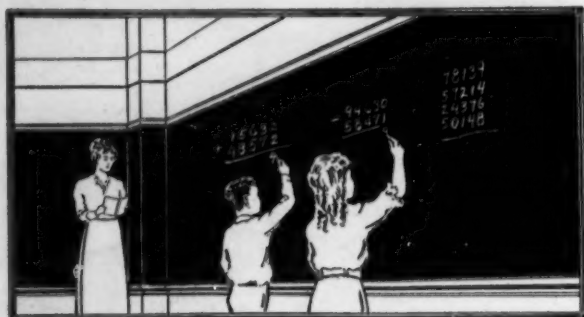
This is the instrument that is used in thousands of schools. Many years' experience has proved it is the instrument best adapted to all-round school use.

When the Victrola is not in use, the horn can be placed under the instrument safe and secure from danger, and the cabinet can be locked to protect it from dust and promiscuous use by irresponsible people.

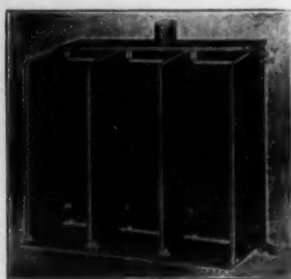


**Are Black and stay Black. The only PERFECT writing surface.**

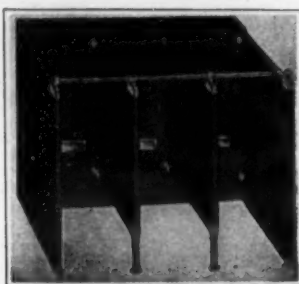
**Sample and Booklet sent on request**



**The "KEENAN KIND" Sanitary Slate Fixtures  
provide perfect Sanitation and Ventilation.**



**B-11½ S—Urinal**



**B-26—Closet**

*Large Illustrated Catalog for the asking*

**KEENAN STRUCTURAL SLATE COMPANY, Inc.**  
First National Bank Bldg., BANGOR, PA.

The "law of compensation" is relentless.

"Nothing for Nothing" applies in every realm of effort. But the man who makes an unwise purchase buys something that—like a deficit, is less than nothing; for it requires additional outlay in later years.

from our quarries represent the acme of economy and educational efficiency. They require no upkeep, while artificial boards must be resurfaced, repaired and replaced regularly. In comparison, the word "economy" is defined in its truest sense. Slate being non-porous does not absorb anything, so cannot disintegrate. It is finished with a beautiful, velvet smooth surface that does not become gray with age or use; that makes writing a pleasure and reading a relief to the eyes of the students and teachers. That is why our Natural Slate Blackboards combine the utmost efficiency with the utmost of economy.

These are but a few of the advantages. Before you spend a dollar for Blackboards, you should read our book "How to Judge, Specify and Install Blackboards." Send for it today.

**Penna. Structural Slate Co.**  
Worth Building Easton, Penna.

(Continued from Page 58)

[illegible]

FIG. 5. REPORT OF ABSENCE.

city and no enrollment card is on file in the office for the child. The double postal is then sent to the principal of the school which the child claims to be attending, to see if the child is there, and asking that an enrollment card be mailed to the office immediately.

A fourth card contains in concise form the compulsory education law. This card is often enclosed in letters, or which an officer leaves at the home of children who do not comply with the law.

A sixth card, or slip, is used in reporting absences to the office. These are sometimes mailed direct from the school, or they are sometimes telephoned in. The name of the absentee is then written in a book, where a record of all the children who are reported to the office is kept. The information received from the school is written on the sixth card, an "office record" card, and the slip is given to the officer who investigates the case. His or her report is written on the back of the slip and on the office record card, and returned to the school. The "office record" card is kept on file in the office for reference purposes.

(Continued on Page 62)

GRAND RAPIDS PUBLIC SCHOOLS

## NOTICE OF ABSENCE

SCHOOL

Grand Rapids, Mich. .... 191

To Mr. \_\_\_\_\_

Section 3 of act 200 of the Public Acts of 1909 says: Every parent, guardian or other person in the state of Michigan, having control and charge of any child between the ages of seven and sixteen years shall be required to send such a child to the public schools during the entire school year and such attendance shall be continuous and consecutive. . . . It is your duty, therefore, to inform the teacher of your child when necessary absence occurs. This should be done without waiting for notice of absence from the school, for the parents ought to know when the child is absent.

..... was ..... from school  
this ..... and I have not been informed  
of the cause of the absence. Why was ..... detained at home?  
Yours respectfully,

Principal

## DISCUSSION

Form 1-1

DUPLICATES RETURN

Notice to Parents or Guardians of Children between and including the ages of 7 and 15 years  
and who are not attending School.

Grand Rapids, Mich. \_\_\_\_\_ 19\_\_

To Mr. \_\_\_\_\_  
No. \_\_\_\_\_ Grand Rapids.

You are hereby notified that your \_\_\_\_\_ is believed  
to be under the age of 16 years, and that \_\_\_\_\_ is not attending school as  
provided for by the act under which this notice is sent, and you are hereby notified to  
cause said \_\_\_\_\_ to begin regular attendance next  
Monday at the \_\_\_\_\_ School.

Your attention is called to the Compulsory Education Law, under which this  
notice is served.

Very respectfully,  
  
M. A. Brown

Superintendent of Schools.

Form 6

Notice to Parents or Guardians of Children between and including the ages of 7 and 15 years,  
and who are not attending School

Grand Rapids, Mich., \_\_\_\_\_ 191\_\_

To Mr. \_\_\_\_\_  
No. \_\_\_\_\_ Grand Rapids.

You are hereby notified that your \_\_\_\_\_ is believed  
to be under the age of 16 years, and that \_\_\_\_\_ is not attending school as  
provided for by the act under which this notice is sent, and you are hereby notified to  
cause said \_\_\_\_\_ to begin regular attendance next  
Monday at the \_\_\_\_\_ School.

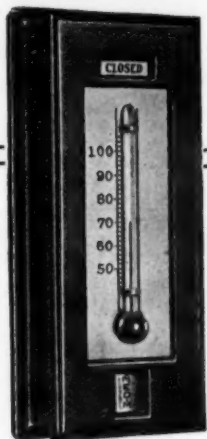
Your attention is called to the Compulsory Education Law under which this  
notice is served.

Very respectfully,  
  
*W. A. Emerson*  
Superintendent of Schools

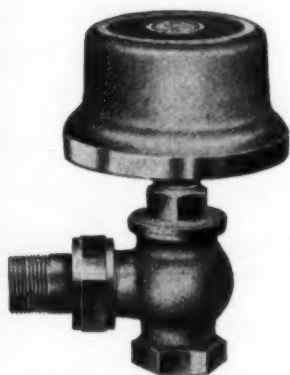
FIG. 6. OFFICE RECORD OF ABSENCE. FIG. 7. NOTICE OF ABSENCE. FIG. 8. NOTICE TO PARENTS.  
FIG. 11. NOTICE OF PERMANENT WITHDRAWAL.



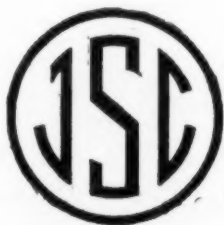
THE OLDEST—THE LARGEST—AND ALWAYS THE MOST PROGRESSIVE



The marvelous little fool-proof thermostat.



The indestructible "sylphon" metal diaphragm valve.



An emblem of satisfaction.

## JOHNSON—The Accepted Standard

School architecture like all forms of building construction has now accepted standards. Sizes of classrooms are standard. Fire-proof construction is being standardized. Temperature regulation was standardized years ago by Johnson.

After 38 years of experience we have perfected the

### JOHNSON ( <sup>HEAT</sup> <sub>HUMIDITY</sub> ) CONTROL

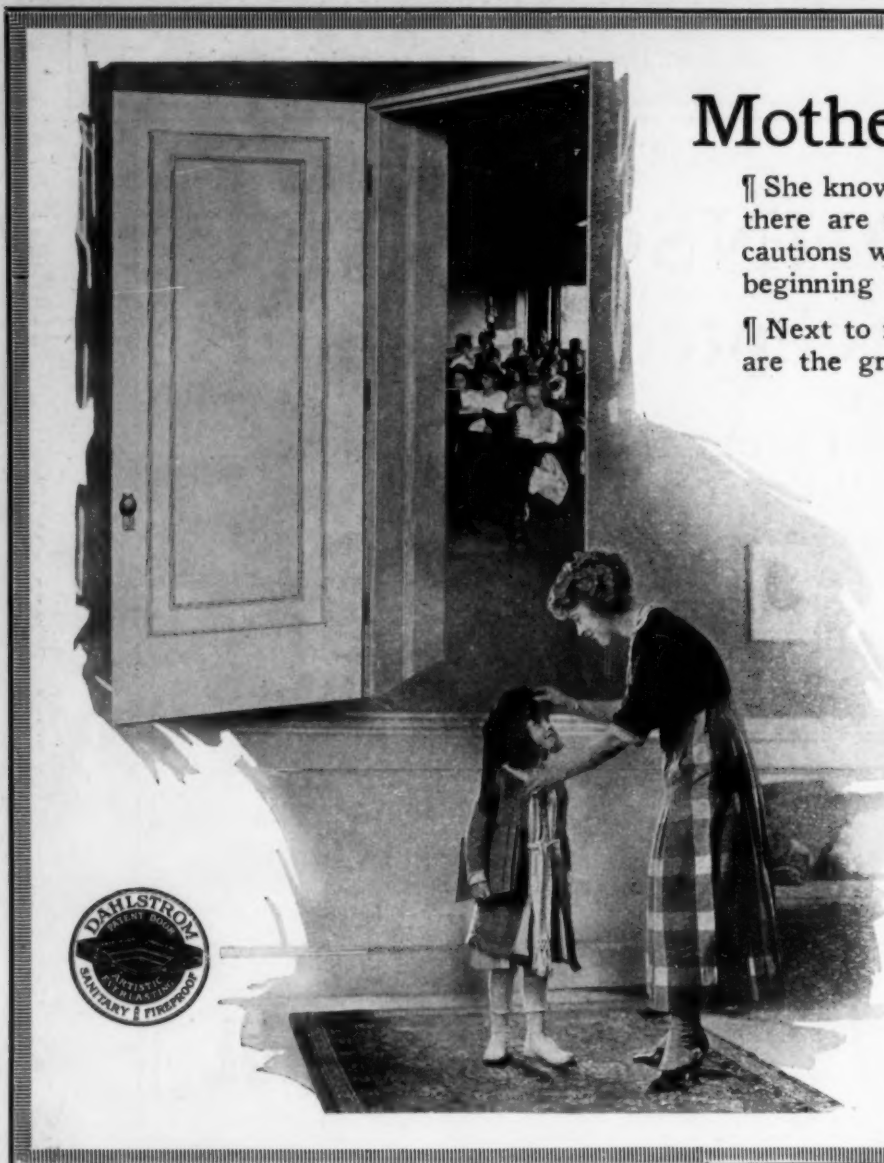
and the satisfactory operation of thousands of school plants tells its own story of our progress. We are not overstating our case when we assert that Johnson is the accepted standard in temperature regulation.

The Model Metal Diaphragm Thermostat and the "Sylphon" Metal Bellows Diaphragm Valve make the long-looked-for and only **ALL-METAL SYSTEM.**

**The Johnson Service Company**  
MILWAUKEE, WISCONSIN

NOT THE CHEAPEST—BUT THE MOST SATISFACTORY AND  
ECONOMICAL MEASURED BY YEARS OF DEPENDABLE SERVICE





## Mother Need Not Worry

¶ She knows her child is going to a neat, clean school where there are no unsanitary conditions existing. Proper precautions were taken in her district to build right in the beginning and now the parents are enjoying their reward.

¶ Next to fire, unsanitary conditions existing in our schools are the greatest menace we have to contend with. This menace can be easily overcome by a little study and forethought when building schools.

## The Uni-Tre Way is The Sanitary Way

¶ Uni-tre frames are, when completed, one piece of steel. There are no cracks for dust and dirt to gather in, from which germs breed, which are injurious to the health of the children. The finish is baked-on (virtually baked-into the steel) and is easy to keep clean. A damp cloth passed over the surface will not harm the finish, but rather will keep it bright and neat.

**DAHLSTROM METALLIC DOOR CO.**

407 Buffalo Street, Jamestown, N. Y.

NEW YORK OFFICE  
130 East 15th Street

Representatives in all  
principal cities

CHICAGO OFFICE  
19 South LaSalle St.

(Continued from Page 60)

A slip to record absences is used by the principals and teachers of the schools.

A ninth blank, is used to obtain information from parents concerning children who are believed to be of school age, to find out whether or not they are attending school. Another

(Continued on Page 66)

<p>Grand Rapids, Mich. _____ 19__</p> <p>To _____</p> <p>You are hereby notified to cause a child under your control, to present self at the School on Monday next, _____ 19__, with the necessary text books for instruction in said School and that the attendance of said child at said school shall be continuous.</p> <p>Age _____</p> <p>N. B.—Failure to comply with this Notice will subject the person having control of said child or children to arrest, fine or imprisonment.</p>	<p>Grand Rapids, Mich. _____ 19__</p> <p>To _____</p> <p>You are hereby notified to cause a child under your control, to present self at the School on Monday next, _____ 19__, with the necessary text books for instruction in said School and that the attendance of said child at said school shall be continuous.</p> <p>Age _____</p> <p>N. B.—Failure to comply with this Notice will subject the person having control of said child or children to arrest, fine or imprisonment.</p>
---	---

BOARD OF EDUCATION  
Grand Rapids, Mich.

**Report of Truants and Juvenile Disorderly Persons**

School. \_\_\_\_\_ 19\_\_

To the Superintendent of Schools:

I submit the following report concerning a pupil in my building and recommend that \_\_\_\_\_ be sent to the South Ionia school.

Name of Pupil \_\_\_\_\_

Address \_\_\_\_\_

Name of Parent or Guardian \_\_\_\_\_

Age \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

HISTORY—Give a full history of the case as to the general behavior, home influence, association, number of previous offenses, etc. The back of this note may also be used for further explanation.

\_\_\_\_\_  
Principal.

FIG. 10. TRUANCY REPORT.

Grand Rapids, Mich. \_\_\_\_\_ 19\_\_

Grade \_\_\_\_\_ who left \_\_\_\_\_

School \_\_\_\_\_ 19\_\_

was received at \_\_\_\_\_ School \_\_\_\_\_

\_\_\_\_\_ 19\_\_ The transfer entrance card has \_\_\_\_\_ been received.

Principal \_\_\_\_\_

NOTE—Send this notice to principal of school from which child came same day child is received.

R.P. Co. 9-13. 1M.

Grand Rapids, Mich. \_\_\_\_\_ 19\_\_

To SUPERINTENDENT OF SCHOOLS  
ATTENDANCE DEPARTMENT

NAME OF CHILD \_\_\_\_\_ OLD ADDRESS \_\_\_\_\_

Who Left \_\_\_\_\_ School \_\_\_\_\_ 19\_\_

Entered \_\_\_\_\_ School \_\_\_\_\_ 19\_\_

New Address is \_\_\_\_\_

Signed \_\_\_\_\_ PRINCIPAL

SEND THIS NOTICE SAME DAY CHILD IS RECEIVED

FIG. 9. REQUEST FOR INFORMATION. FIG. 12. NOTICE OF ENTRY TO NEW SCHOOL. FIG. 13. REPORT OF PERMANENT ELIMINATION. FIG. 14. CHANGE OF ADDRESS.

BOARD OF EDUCATION  
Grand Rapids, Mich.

**ELIMINATION REPORT**  
To Census and Statistical Department

From \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_ 19\_\_

Subject \_\_\_\_\_

whose address is No. \_\_\_\_\_

has left school for the reason indicated by check (✓) below:

<input type="checkbox"/> Moving out of city	<input type="checkbox"/> Entering employment because of
<input type="checkbox"/> Enters parental or private school	<input type="checkbox"/> Actual poverty
<input type="checkbox"/> Sickness or death in the family	<input type="checkbox"/> Parental coercion
<input type="checkbox"/> Personal dislike	<input type="checkbox"/> Indifference to further educational opportunities
<input type="checkbox"/> Kept at home	<input type="checkbox"/> Inadequacy for further schooling
<input type="checkbox"/> Vaccination, objection	<input type="checkbox"/> Failure of promotion
<input type="checkbox"/> Expulsion	<input type="checkbox"/> Death

This pupil was \_\_\_\_\_ years of age on the \_\_\_\_\_ day of \_\_\_\_\_

Having been born in the year \_\_\_\_\_ He or she was in \_\_\_\_\_ grade.

Signed \_\_\_\_\_ Principal.

13-1913-13M N.B.C.

LAST NAME	FIRST NAME
OLD ADDRESS	IS THIS N. E. W. S. E. O. S. W.
NEW ADDRESS	IS THIS N. E. W. S. E. O. S. W.
LAST NAME	FIRST NAME
OLD ADDRESS	IS THIS N. E. W. S. E. O. S. W.
NEW ADDRESS	IS THIS N. E. W. S. E. O. S. W.
LAST NAME	FIRST NAME
OLD ADDRESS	IS THIS N. E. W. S. E. O. S. W.
NEW ADDRESS	IS THIS N. E. W. S. E. O. S. W.
SCHOOL	DATE
TEACHER'S NAME	

Every Monday noon teachers should report to Principal all changes in addresses that have occurred during the past week. Principals will correct their permanent record cards, and mail this slip to the census office by Monday night.





## THE AUTOMATIC RECEIVING TELLER

IS THE

### Answer to Your School Thrift Problems

Hundreds of schools, equipped with these machines, are obtaining the results they have desired in school savings.

Mr. F. H. Beede, Superintendent of Schools, New Haven, Conn., says:

"We have had no trouble at all, in the operation of the machines. The whole scheme is one of great simplicity. It encourages the children to save. Children enjoy the experience of depositing money in the machines and drawing out stamps for their folders. I will say that these machines have proven highly satisfactory. For a great many years I have been looking for a system for teaching thrift, to include opening bank accounts, which would not be a serious tax upon the time and energy of our teachers. Every system which I could find involved a great deal of work upon the part of the teacher, with frequent mistakes involving loss to teacher or pupil. Your banking machine provides as nearly perfect a system as I have found. As a school contrivance for teaching Thrift, and for inculcating practical habits of saving, I can heartily recommend your device."

With this system the school authorities and teachers are relieved of all detail and expense. No collections for teachers to make—no stamps to sell—no funds to handle. Not a certain time on a certain day, but all the time, every day. Teachers devote time to teaching, the machine does the work.

While showing children value of saving, it teaches actual banking.

Your banker recommends it and will install it for you.

## AMERICAN BANKING MACHINE CORPORATION

General Sales Offices  
404 Wrigley Building

Chicago

Executive Offices  
Saginaw, Mich.

New York Office  
1530 Equitable

MAIL THIS COUPON.  
AMERICAN BANKING MACHINE CORPORATION  
404 Wrigley Building  
Chicago  
Please send full information.  
Name.....  
Title.....  
City.....  
No. of  
School  
Building.....



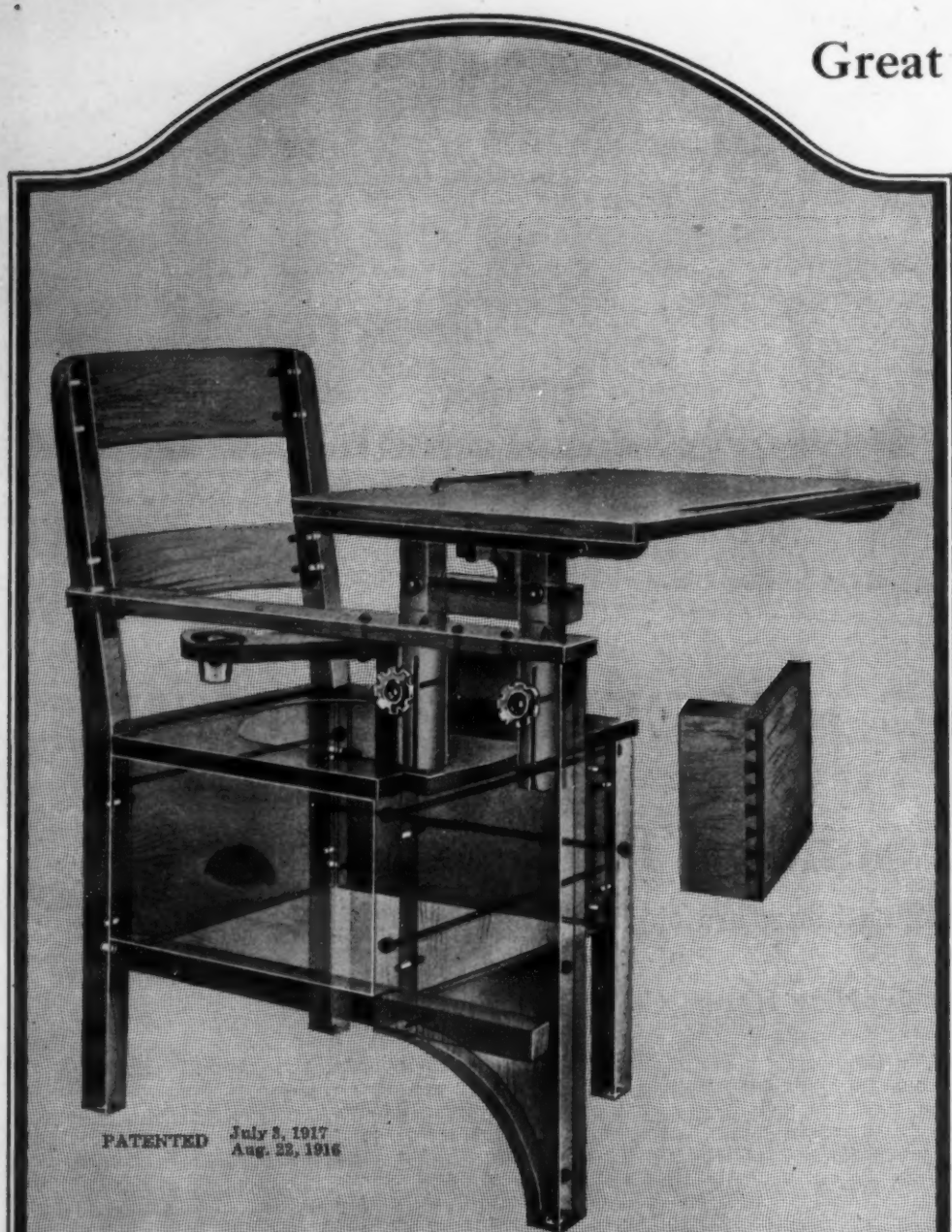
# "The "Empire" Movable

"THE DESK USI

Great Strength

Exclusiveents

The "Empire" Movable Chair  
expressive of both durability



PATENTED July 8, 1917  
Aug. 22, 1916



The Desk Top is easily removed and as easily replaced.

STORY PERIOD



Aside from being of the most durable construction, it is hygienic in design and incorporates such exclusive features of construction and adjustment that make it absolutely essential for efficient and progressive teaching.

The X-Ray illustration shows in detail its super-construction, — the concealed steel reinforcing tie rods and spiral dowels—the heavy wooden brace under book box, which is fastened to the back post by a steel tie hook and mortise into the pedestal in front—the lifting and tilting desk top—the simplicity of adjustments—and numerous other features—all contributing factors to its lasting qualities and extreme durability.

Standardize on "Empire" Movable Chair

EMPIRE SEATING CO.

Rocky Mountain

Write to our nearest representative

THE E. L. GROVER CO.,  
137 East State Street, Trenton, N. J.

SOUTHERN SEATING CO.,  
121 Chartres St., New Orleans, La.

WEST VIRGINIA SEATING CO.,  
Huntington, W. Va.

KENNEY BROTHERS & WOLKINS,  
224 Congress St., Boston, Mass.

NORTHWEST CO.,  
1801

SOUTHERN  
E. L. CHASE

HENRY L.

# Adjustable Chair Desk "

EXCLUSIVE FEATURES"

vents

## Unequalled Appearance

Chair Desk is permanently  
durability in every detail.

Standardize on the "Empire" Movable and Adjustable Chair Desk for your schools. It is the most practical, durable and economical. Its unlimited flexibility coupled with its other exclusive features permit arrangement of most advantageous class groupings which increase teaching efficiency and inspire the pupils to better efforts. The desk top, which can be easily removed and as easily replaced, makes the "Empire" Movable and Adjustable Chair Desk as convenient for auditorium and community use as for classroom use.

The "Empire" Movable and Adjustable Chair Desk is made in six sizes to fit the various grades and has five adjustments so that each pupil may be individually fitted.

able Chair Desks for your schools.

SE COMPANY

Rock York

US direct for catalog and prices

CO.,  
1401

OUTHER  
Rab

L. CH  
Br

ENRY L

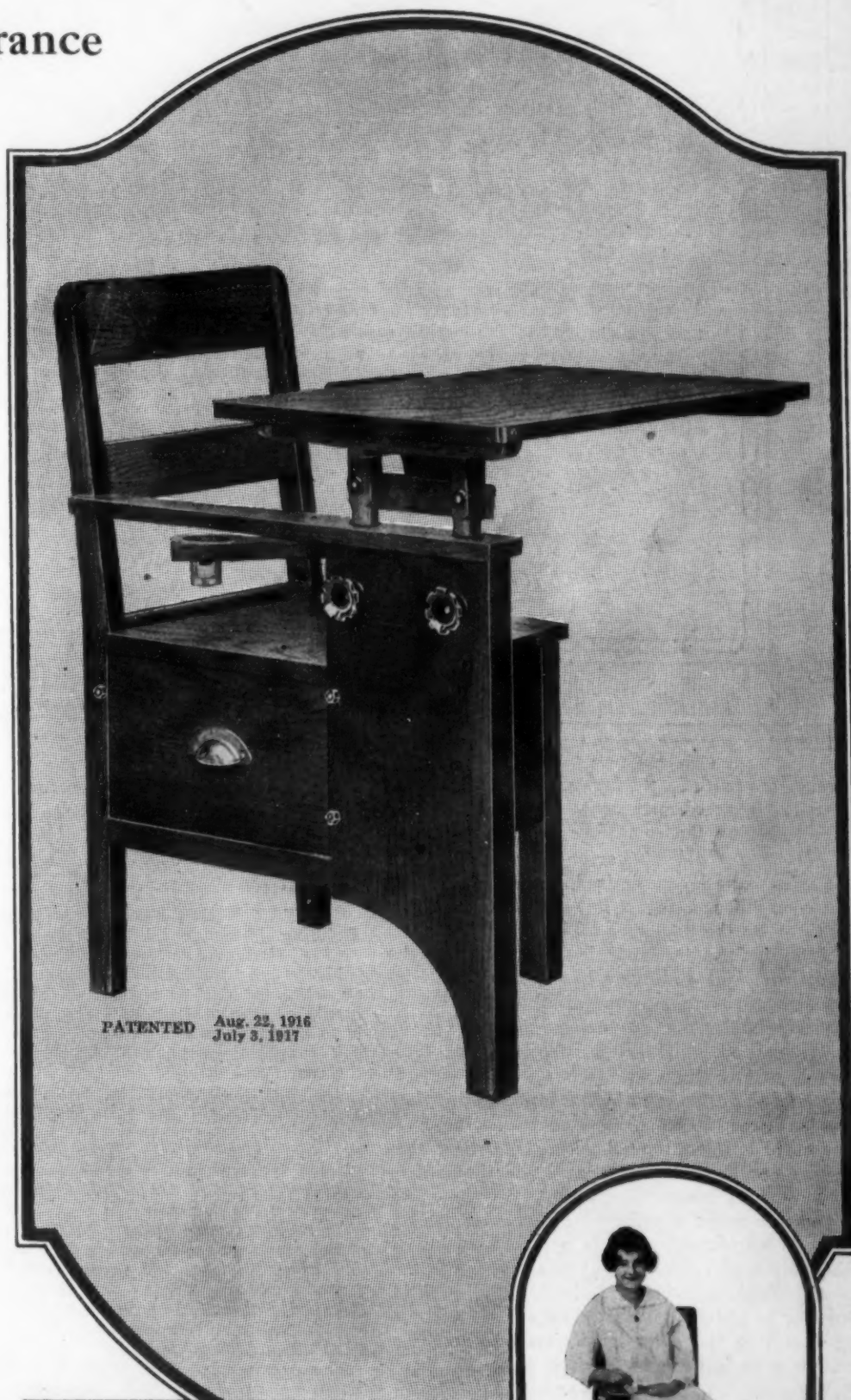
W. J. McILWAIN,  
Little Rock, Ark.

CLEVELAND OFFICE:  
308 Prospect Bldg., Cleveland, O.

HOUSTON SHOW CASE & MANUFACTURING CO.,  
Houston, Texas

PEABODY SCHOOL FURNITURE CO.,  
Topeka, Kans.

PITTSBURGH OFFICE:  
412 Blackstone Bldg., 345 Fifth Ave., Pittsburgh, Pa.



PATENTED Aug. 22, 1916  
July 3, 1917



The "Empire" Chair Desk with  
Desk Top removed.  
CALISTHENICS





## WEBSTER SYSTEMS OF STEAM HEATING



The new administration building of the William Marsh Rice Institute is a credit in every way to its architect, engineer, builder, and to the institution of which it is a part.

Included in its equipment is a Webster Steam Heating System, selected because of proven reliability, effectiveness and economy in thousands of educational and other types of buildings throughout the country.

The architect who specifies a Webster System of Steam Heating knows that with each installation is included an insurance policy of complete and permanent satisfaction in the form of a thorough cooperation extended by the Webster Engineers through 31 branch offices to the engineer who plans the installation, the builder who erects it, and the owner throughout its life.

SEND FOR BULLETIN

89

Warren Webster  
& Company



MAIN OFFICE AND WORKS  
CAMDEN, N. J.

Branch Offices in All Principal Cities

(Concluded from Page 62)

blank, the tenth in the series, also is a legal notice to be served on parents where they persist in disobeying the compulsory education law.

Where a child's behavior is such that his presence is no longer desired at the school where he is enrolled, a report is sent to the superintendent by the principal. The report which is the tenth form in the series, is O. K'd by the superintendent and turned over to the attendance department, and the child is taken to a truant school.

Whenever a child leaves school, a card (No. 11) is sent to the office. When a child expects to leave the city, and the parents remain, they are required to get a statement showing that the child is attending school. A record of this is made on the enrollment card and the card is given to the census department. If the child expects to enter a private or parochial school, and no enrollment card is received within a short time, an officer is sent to the home to see if the child is attending school. If the child expects to enter another public school, and no card stating that fact is received at the office within a week, the case is given to an officer.

Where a child is received at one school from another school, a card No. 12, signifying the entry of the school is mailed to the office and a duplicate is mailed to the school from which the child came.

Where a child leaves school permanently for any reason, a card No. 13, stating the reason is sent to the census department.

A change-of-address slip No. 14 is sent to the office whenever a child moves but is still in the same district. The change of address is made on the enrollment card and the change is also noted by the census department.

In the attendance department there is one director in charge, two clerks, three attendance officers, and one truant officer. Aside from checking up on attendance, they do as much social work as possible and refer cases to the different social agencies in the city.

### GREAT NEED FOR NEW SCHOOLS. Building Shortage Nation-Wide—Over 500,000 Sittings Are Required This Year.

More than half a million additional sittings, at an estimated cost of about \$300,000,000, must be furnished during the school year 1920-21 if there is to be ample provision made for all the school children in the schools of fewer than one-third the towns and cities of the United States.

These are figures obtained from responses to a questionnaire sent early in the current school year to superintendents of town and city schools by the United States Bureau of Education. Twelve hundred and eighty-seven replies were received from 2,831 towns and cities with a population of 2,500 and over.

To be more nearly exact, 859, or 66.2 per cent, of the towns and cities with a population of 2,500 and over that reported claim to lack adequate school facilities, and say that they must add to their present school plants accommodations for 507,524 children. They estimate the cost of doing so at about \$300,000,000.

The urban population of the United States is 51.4 per cent of the total. The 1,287 cities that reported on their school building conditions represent a population of 34,402,000—that is, 63.3 per cent of the urban population of this country, or 32.5 per cent of the total.

Approximately one-half the cities reported to have inadequate school plants are building to meet the need and are expending \$135,600,000 to provide 322,093 sittings.

One-fourth of the cities that responded to the questionnaire claim adequate school facilities. Twenty-nine cities claim a surplus.

The general building need seems to be proportionately greater in the smaller cities than in the larger ones.

If cities not reporting at all need sittings in

the same proportion to population as those reporting, and at approximately the same cost per sitting, then the total number of sittings needed in the cities is 805,000, at a cost of \$473,000,000.

If the need for sittings in rural communities, including places up to 2,500 inhabitants, is in the same ratio but at 60 per cent the average cost per sitting in the cities, then the rural communities need 764,500 sittings, at a cost of \$253,800,000.

The total number of sittings needed would thus appear to be 1,569,500 and the cost of providing them \$726,800,000.

This is approximately six times the average amount paid for public school buildings in the year before the war.

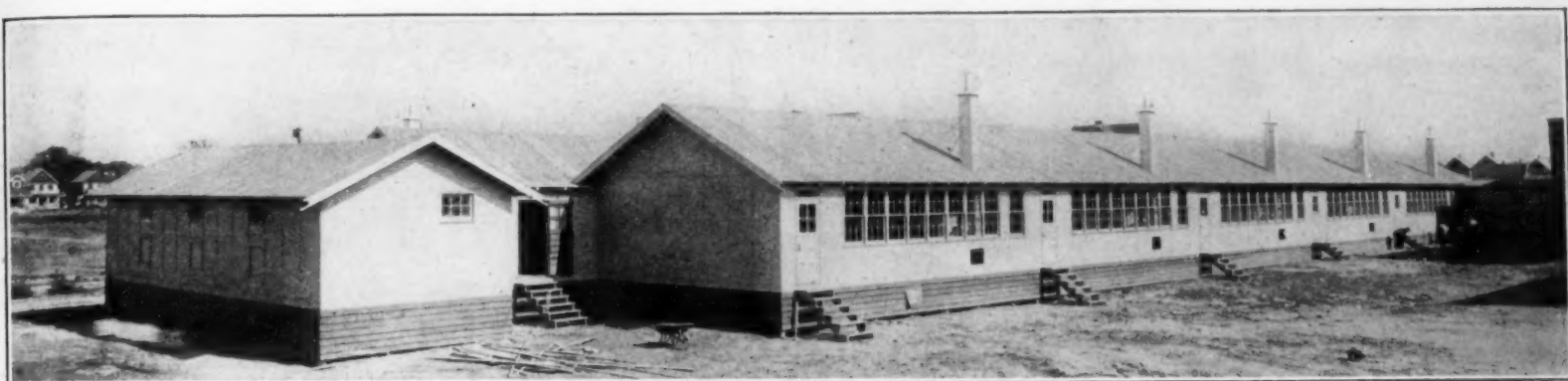
The need is not confined to any one section of the country nor to any special class of cities. In proportion to adult population it has expressed itself in the greatest numbers in the middle Atlantic states. The states of the old northwest territory have the second largest figure and New England the third. The figures for the middle west, the south, and the west are the lowest and are approximately the same for the three sections. But cities and towns of all sizes and in every state report that their school plants must be increased in size and made better in type. In the largest cities lack of accommodations are indicated for numbers of children ranging from 6,000 thru 20,000, 21,000, and 24,000 to a maximum of 84,000 for a single city. Small towns report needs of 50 to 200, and smaller cities 500 to 4,000 and 5,000 each.

There are several reasons for the school building shortage. Public building, except as it pertained to military operations, was largely stopped during the war.

Better standards of school housing, deterioration of buildings, more varied courses of study, dissatisfaction with older types of buildings, shifts in population, the enforcement of compulsory education laws, and limited bonding capacity have all added their share in the expression of need for additional school facilities.

In the general expression of need for better school housing, it is somewhat interesting to

(Concluded on Page 68)



## How To Get Schools Quickly At a Guaranteed Erected Cost

Is it more economical for the school children of your community to be crowded into inadequate buildings until such time as you can obtain the necessary appropriation for permanent structures built at a high cost? Or is it more economical to meet the school shortage the quick, modern way, right now?

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When you order "Circle A" Schools you know, before erection starts, what the cost of the completed buildings will be. We contract to erect "Circle A" Schools anywhere in the United States, where size of contract warrants, or we will guarantee erected cost if the work is done under the direction of our engineers.

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Send today for our illustrated school booklet, showing in detail the advantages of "Circle A" construction. If you so request, information will also be sent regarding "Circle A" homes in groups of ten and upwards.

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(Concluded from Page 66)

segregate from the complete returns those that came from cities of 25,000 and over.

There are 288 such cities in the United States, and they represent over 80 per cent of the urban population. Two hundred and four of them reported. Their population numbers 26,374,500, or 76.6 per cent of the population represented by the entire number of cities reporting. This 76.6 per cent has expressed 65.8 per cent of the shortage of school facilities and estimated 74.5 per cent of the cost of meeting that shortage. It is expending 68 per cent of the money that is reported as being invested in new buildings, and expects to furnish 60 per cent of the total number of sittings for which the entire investment is being made. Moreover, this 76.6 per cent has 80 per cent of the money in bonds and appropriations that is available for building purposes, and that will be expended when conditions are more favorable. While the most aggravated cases of inadequate housing are in some of the large cities, the general building need seems to be proportionally greater in the smaller ones.



—The Superior Court of St. Joseph County, Ind., has enjoined Ralph Woods, trustee of Green township, from proceeding with the erection of a centralized school embodying a township high school. The court held that the trustee exceeded his power in proceeding with negotiations for a site and for construction before an appropriation had been made. The estimated value of the proposed school was \$100,000.

—Mr. Pierre S. DuPont has declared that it will be quite impossible for the Delaware State Board of Education to properly administer the schools

and give the children of the state the education they are entitled to if the new school bill becomes a law. Mr. DuPont points out that the absurdly low estimate of 25 cents per \$100 tax which the bill provides, leaves no means of raising money for meeting additional expenses necessary for schools outside of the special districts.

Mr. DuPont suggests inasmuch as those who are responsible for the bill believe that a satisfactory system of schools may be conducted under their plan, that they be elected or appointed to the state board in order that they may work out the plans recommended by them.

Objection is also made to the clause in the bill which taxes corporations three per cent. It is predicted that the passage of the bill means that Delaware will lose a large amount of money because these corporations will remove their plants and incorporate in other states. The other states will also come back with a retaliatory tax on Delaware corporations doing business in their states.

—Stafford Springs, Conn. The town officials have accepted a gift of \$100,000 under the will of the late Col. Charles Warren for the purchase of a site and the erection of a memorial hall. A site has been selected for the building and a special committee appointed to obtain plans and elevations to be submitted to the officials for approval.

—Watertown, N. Y. The board of education has asked the city council to approve a charter amendment, increasing the minimum tax limit for the city schools from \$40 to \$50 per pupil.

—A bill providing that the state of Connecticut shall pay a portion of the cost of transportation of pupils when towns consolidate and establish a central school has been opposed by the legislative committee on education. The measure which is part of a program of the state board of education, applies only to towns which effect a consolidation of schools after July of this year. The bill is opposed by representatives of towns which have centralized their schools and are transporting the pupils at their own expense. On the other hand, the state figures that a great saving is possible because money now paid for teach-

ers' salaries will go toward transportation of pupils to a central school.

—Evansville, Ind. The board has named a new school the Howard Roosa, in memory of a former member of the board.

—Detroit, Mich., is promoting the further development of the intermediate school under the platoon system of instruction, to make the school the forum of the community. The first school to include all these features will be built this year. The community center plan has been developed to provide exceptional advantages for recreation. Eleven acres comprise the site for the first school, and an athletic field with all kinds of sports, will be open to the public and the pupils during the day.

The school is to be a combination of athletic club, community center and school. It will be thrown open to meetings and gatherings in the evening and during the day when not occupied by classes. The city council has appropriated the sum of \$750,000 for the building, which is expected to be a model of simplicity and economy in construction.

—Philadelphia, Pa. A permanent loan of \$1,000,000 has been authorized by the board for building purposes. The first appropriations are for the new Kearney and Rutledge schools.

—Des Moines, Ia. The board of education has commissioned Architects Proudfoot, Bird & Rawson to prepare plans and specifications for two new senior high schools, three junior high schools and two grade buildings. The buildings represent the school building program of the board which is estimated to cost \$3,500,000.

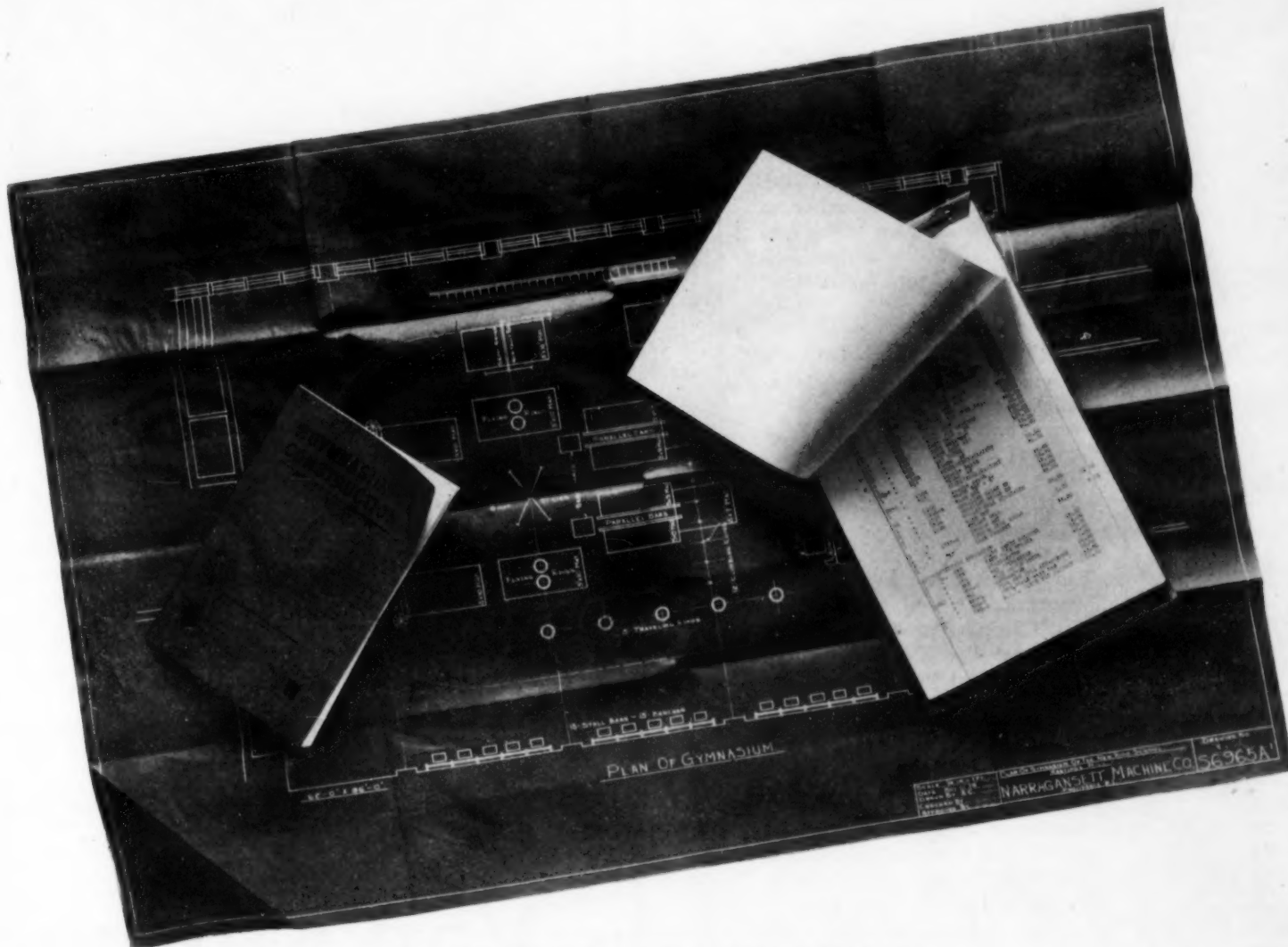
—School boards of Iowa will be authorized to issue school bonds bearing six per cent interest, under a bill passed by the state senate and house. The bill has for its purpose the encouragement of the sale of bonds by reason of the higher interest rate. It makes it possible for boards to proceed with the erection of buildings where construction has been held up due to failure to sell bonds.

—Mr. Robert C. Moore, secretary of the Illinois Teachers' Association, in a recent communication to the state director of finance, has presented the

(Continued on Page 71)

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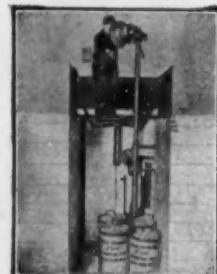
View of Hatch. Sidewalk Doors closed and automatically locked.



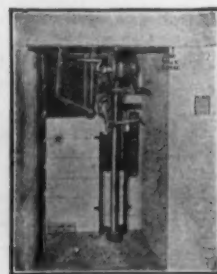
As hoisting head is raised Sidewalk Doors automatically open—alarm bell rings.



Doors opened and automatically locked. Operator ascending iron ladder to sidewalk.



Operator hooking a G & G Standard Hoisting Can with Swing Bail.



Model "A" Hoist in area—compact—out of the way. 4 other models, electric and manual.

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**CONVENIENCE**—Sidewalk Doors and Gates are automatically operated from cellar level when hoist is being raised or lowered.

**LABOR SAVING**—Complete Equipment enables one man to do work of three or four. G&G ladder permits quick passage between cellar and grade level. G&G Swing Bail Ash Cans and G&G Ash Can Truck are important factors in making it possible for one man to do entire work without assistance.

**ECONOMY**—Substantial construction of G&G Hoist and equipment assures continuous service and freedom from repair bills. And labor saved means money saved.

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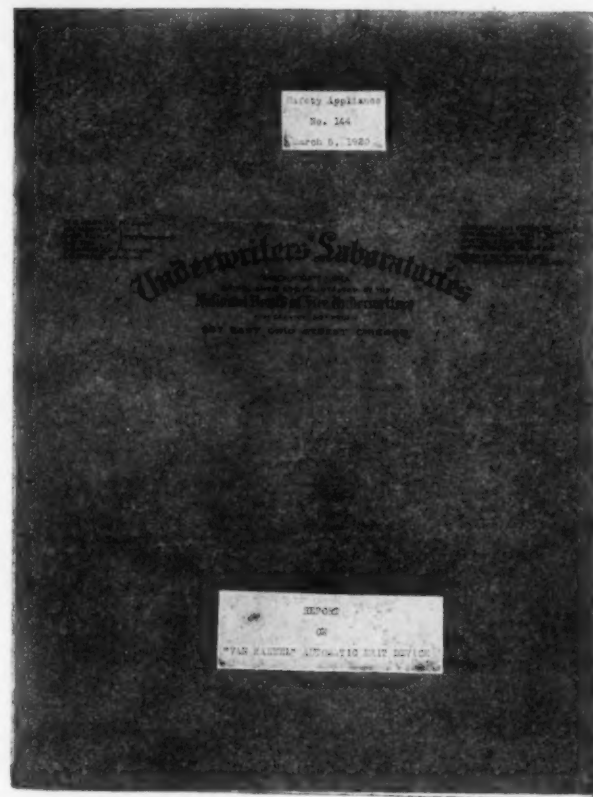
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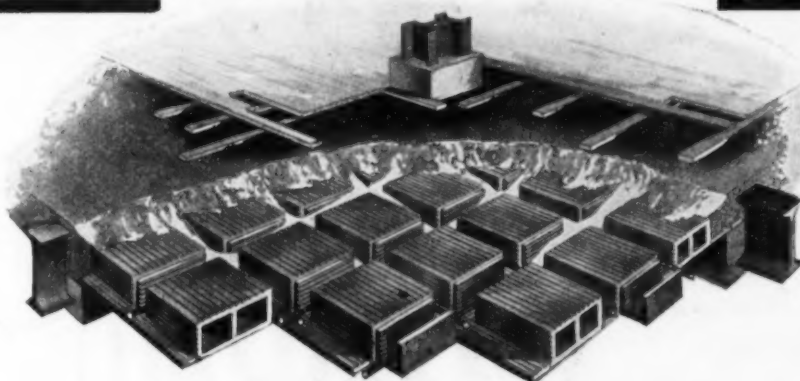
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Several hundred schools are already equipped with Republic Two-Way Fireproof Floor and Roof Construction—full information given upon request.

(Continued from Page 68)

teachers' side of their request for a state distributive fund of \$20,000,000. The director of finance had intimated that he would oppose the \$20,000,000 fund.

Mr. Moore pointed out that the justification for the state fund is that it is levied on all communities according to their wealth and is distributed according to their needs as measured by the number of children.

In answer to the suggestion that the rich districts take care of themselves, Mr. Moore declares that the rich districts are in the state and are heavy contributors to the fund. He shows that they would probably protest if no funds were returned to them. On the other hand, very few would object to contributing in proportion to their wealth to the state school fund which is distributed in proportion to the number of children in the districts.

Mr. Moore also shows that there are vast differences in the ratio of wealth to population in the different counties, and therefore vast differences in their ability to support schools. If no county gets more than it pays in, no county will get less, and many poor counties contribute indirectly to the wealth of counties having a high assessed valuation.

—The Court of Appeals of New York State has rendered an opinion which indicates an attitude on the part of the court to give boards of estimate the whip hand in control over school funds. The opinion which was given in the case of Edward E. Emerson and others, members of the Buffalo board of education, against the city council of Buffalo, dismissed a writ of mandamus.

The court holds that it is not the legislative intention to confer upon the board of education the power to determine what should be used for school purposes. The board does determine how many teachers are to be employed and what repairs are to be made. But when it comes to the matter of deciding between the manifold activities of a great city, how great a proportion of its revenues may fairly be allotted to education, that is left where it had always been.

The act of 1917 is regarded as the key to the situation. It relates to salaries in city schools.

It raises the minimum of such salaries which the legislature has fixed and transfers to the board the power to increase them above the minimum. Such a provision is no more inconsistent with the construction given the act of 1919 than is the power already possessed by the board, to buy apparatus and to fix prices. The orders of the Appellate Division and the special are reversed and the writ dismissed with the payment of costs.

—A recent annual report of the state education department of Ohio shows that \$26,210,719 are spent each year for salaries of elementary and high school teachers. The salaries of elementary teachers total \$19,789,672 and those of high school teachers \$6,421,046. The wages of janitors, engineers and like employees amounts to \$2,770,017.

—The school board of Baltimore, Md., following a report on fire hazards and repairs, has requested adequate fire protection in all schools whether they are to be abandoned or not in the immediate future. Fire protection improvements which have been recommended consist of the installation of automatic sprinklers, the removal of inside door catches, and the placing of panic bolts upon all outside doors.

The report of the survey expert also points out the need for improvements in schoolroom lighting.

—Worcester, Mass. The school board has approved an amendment to the Coe ordinance restricting municipal loans, so as to permit the construction of a junior high school under a long term loan instead of from a direct tax levy. It was voted unanimously to ask the city council to proceed at once with plans for two schools and additions to three others.

—A recent opinion of the attorney general of Indiana points out that an employee of a school board, who is also a member of a firm doing school business, may not be interested either directly or indirectly in any contract for the construction of schoolhouses.

The attorney general pointed out that the contract between the Indianapolis board and the firm of Snider and Rotz is objectionable on the ground that Mr. Snider is a member of the firm and a building advisor of the board.

It is shown that the city of Indianapolis paid out approximately \$75,000 in 1920 for the services

of the firm of Snider & Rotz, consulting engineers, which has had charge of all the engineering work for the schools. The contract provides that the firm is to receive five per cent on the cost of all engineering work done and that Mr. Snider is to receive one per cent of all money paid out on general contracts let by the board. Engineering contracts were let by the board last year to the amount of \$947,000 and general contracts to the amount of \$2,740,000.

—The city commission of Knoxville, Tenn., has entered into an agreement with the board of education under the terms of which the board and the commission will jointly have authority to supervise the expenditure of the \$600,000 bond issue for school buildings. The city commission had contended that they should have the sole authority over the expenditure of the funds, the board of education to merely recommend and advise expenditures.

—Figures compiled by the state education department of Delaware show that Mr. Pierre DuPont's gifts to education in the state have far exceeded the taxes collected on real estate, outside of Wilmington, during the past 25 years. Even with the exclusion of Mr. DuPont's gifts to Delaware College, his donations to the cause of education in rural Delaware are almost as much as the taxes collected during the 25-year period.

The figures reveal the wonderful aid Mr. DuPont has given to the schools and refutes the statement that the state could take care of the financing of schools without the assistance of Mr. DuPont.

—A general campaign on the part of educators and officials of Pennsylvania has been begun for a larger appropriation for the public-school system, and for a more prompt payment of money allotted to the school districts by the legislature.

Much dissatisfaction has been expressed over the action of the legislature in putting thru virtually every political salary increase on the calendar, while the men who apparently control the legislature talk economy whenever the subject of schools is broached.

—Seymour, Ind. The board of education is planning to erect additions to two buildings at a cost of \$100,000. The additions are intended to



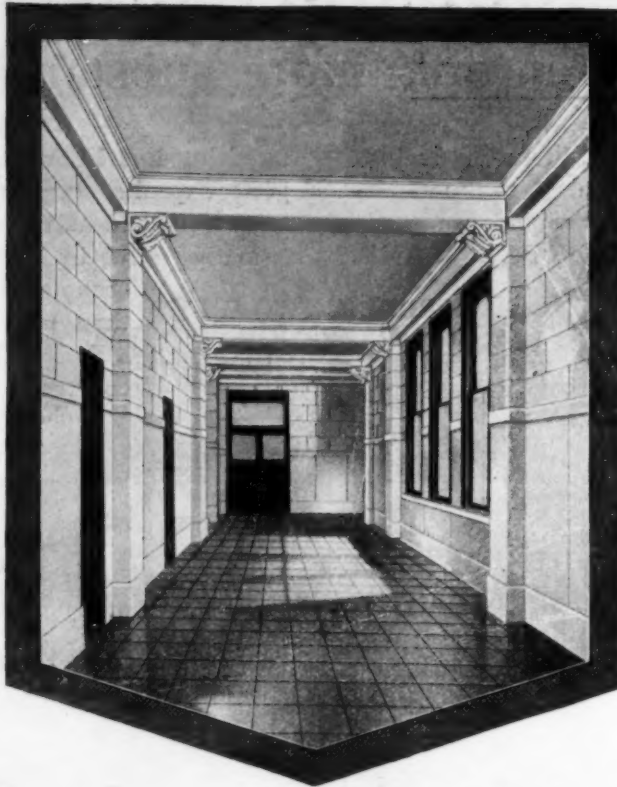
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relieve the present congestion and to effect needed economies in school funds.

—Chicago, Ill. Supt. Peter Mortenson declares that 30,000 children are being taught in temporary structures awaiting the erection of new buildings, and that one child becomes of school age every ten minutes. Last year 59,000 pupils were added to the school population. The board has adopted a program of 25 buildings, comprising four high schools and eighteen or twenty grade buildings. The actual construction of the buildings is being delayed awaiting a reduction of prices for building material and labor.

—The United States Congress at Washington will shortly be asked to approve the building program of Supt. Ballou providing for \$5,000,000 worth of school building construction. The program provides for the following accommodations:

First division, eighteen rooms; third division, forty-nine rooms; fifth division, twenty-one rooms; sixth division, twelve rooms; seventh division, nine rooms; eighth division, seven rooms; ninth division, twelve rooms; tenth division, seventeen rooms; eleventh division, twenty-eight rooms, and the thirteenth division, seventeen rooms.

—Seattle, Wash. The school board has adopted a program of building construction involving an estimated expenditure of \$2,500,000. The program is expected to practically exhaust bonds already voted, of which \$2,400,000 have not been sold. The board has \$700,000 available from the last block of bonds.

—Washington, D. C. The school officials of Washington have practically decided upon the one-story building as the future type of construction. The approval of the one-story school followed a survey of the Cleveland schools in which the design, heating and cost of construction were carefully studied.

The one-story school will be introduced upon the completion of the Woodridge-Langdon School. The building is an eight-room structure with classrooms grouped around an areaway.

—The State Board of Education of Texas has refused to take up any further school bonds, pointing out that it has available for investment \$113,600, and outstanding indebtedness on bonds

purchased, amounting to \$182,250. The total amount of bonds offered to the board by county and independent school districts was \$1,999,550 and represented the emergency needs of the several districts.

—Milwaukee, Wis. A study of the school building situation by Architect G. J. DeGelleke shows that a number of buildings have inadequate fire escapes, defective heating and ventilating plants and poor toilet facilities. Some of the buildings were erected forty years ago and can no longer be made to serve present needs.

It has been proposed that additional appropriations be secured thru legislative enactment. The additional funds are to be used for the erection of new buildings for more than 3,500 children in barracks. A new building is urgently needed for the Detroit Street School which is an old structure and has been badly overcrowded for years.

—Philadelphia, Pa. At least \$20,000,000 will be needed to meet the provisions of the state school code and to provide accommodations for the education of the children of the city. The amount required is for new buildings in overcrowded sections and for replacement of old buildings which have become antiquated for modern needs. In addition it must be used to meet the needs for repairs and for extensions to existing buildings. The board has adopted a \$10,000,000 program which is held in abeyance awaiting proper market conditions for floating a loan.

—Agawam, Mass. The town has voted an appropriation of \$250,000 for the purchase of land and the erection and furnishing of a high school. Mr. Wallace E. Dibble, of Agawam, is the architect.

—Walnut, Ia. Considerable criticism has recently been directed against the school board for the large amount of high school tax required and the cost of maintaining the schools. In answer to the criticism, the president of the board, Dr. M. Moore, issued a communication in which he appealed to the citizens not to take any action which would reduce the amount of school taxes at the disposal of the schools. He pointed out that the present high standard of the schools should be maintained, and if possible raised, but

in no case, should the standard be lowered in the interest of lower taxes or reduced funds for maintenance.

—The Appellate Court has sustained Controller Craig's contention that the New York City board of education may not use unexpended balances of the school funds for the years 1912 to 1917 to pay nearly one million dollars of claims still due and unpaid since 1918. It is expected that the case will be carried to the Court of Appeals.

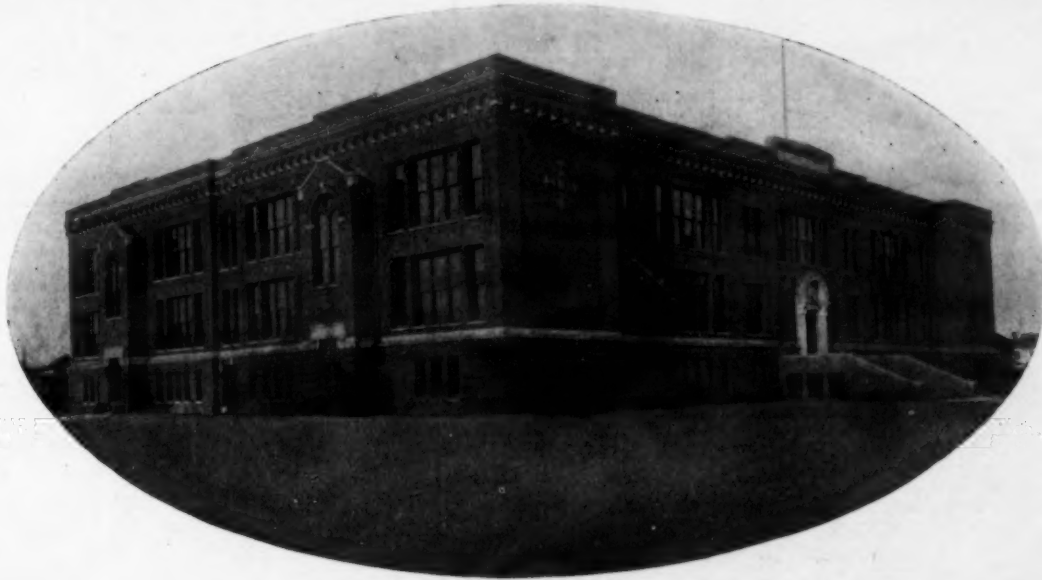
The result of the decision will be to still further delay the claims of tradesmen, contractors and teachers for the year 1918 who are still unpaid, altho the justice of the claims has been recognized by both parties to the contention.

The case has grown out of a controversy over the use of state school funds and the interpretation of the state school law by the auditor of the board of education that the board had full control over school funds until expended as it directed.

The city controller, in presenting his case, declared that the question was not whether the claims of the several persons should be met in the manner provided by law, but whether they should be paid in a particular way upon the insistence of the board. He charged that the board had seized upon the necessities of the claimants to obtain an adjudication establishing its right to the so-called continuous funds, meaning that the appropriations not utilized for the purposes during the year became surplus funds in the hands of the board of education and were available for whatever use the board saw fit.

—The New York State Assembly has passed the Lockwood bill authorizing the New York City board of estimate to issue bonds to meet the major part of the deficit of \$27,000,000 in the school budget. The bill provides that the bonds issued shall be redeemed in next year's budget and leaves to the board of estimate discretion as to the amount of money the board of education will need.

—The city authorities of Taunton, Mass., have proposed a reduction of \$39,483 in the estimated budget of the school board. The budget adopted by the board represents an increase of more than \$50,000 over last year.

Logan School  
Columbia, S. C.Wilson & Sompayrac, Archts.  
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The wall urinal illustrated is particularly adapted for school use, and is used in all the better schools throughout the country. This fixture has two points of ventilation to each stall; at the bottom between the trough and backwall and at the top under the hood. The ventilation from these points is directed into the space back of the urinal from where it passes up through the vent hoods and G. I. ducts overhead, and underground through a vitrified tile duct to vent line.

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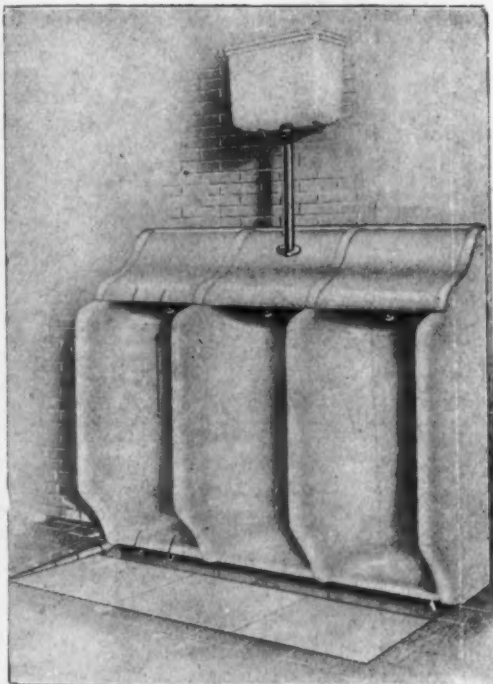
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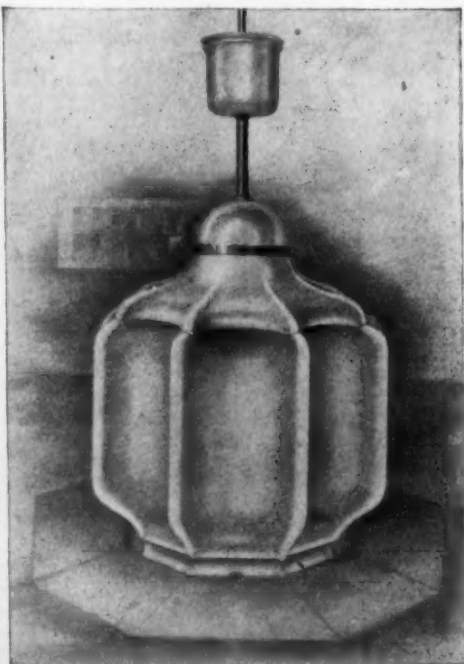
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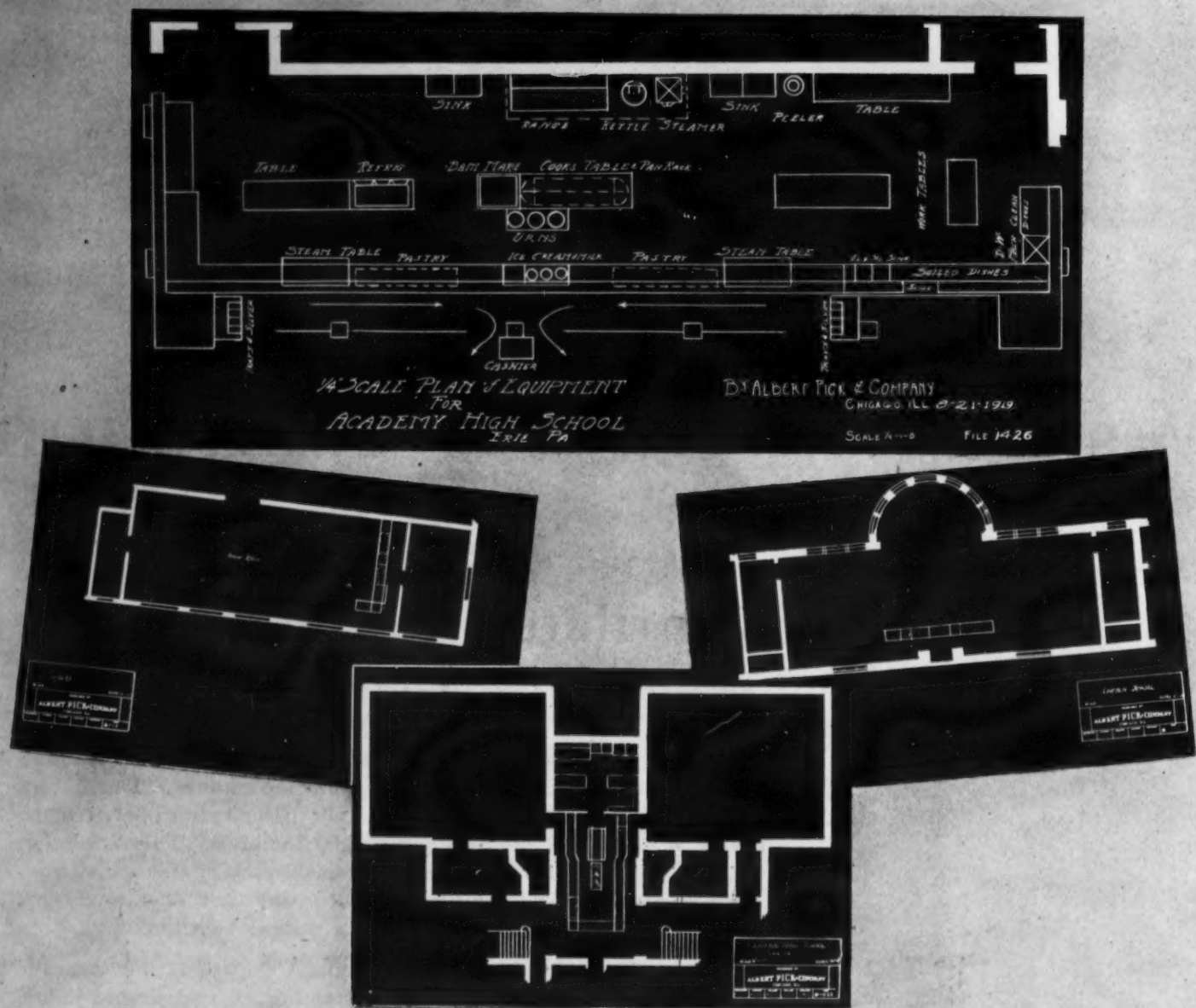
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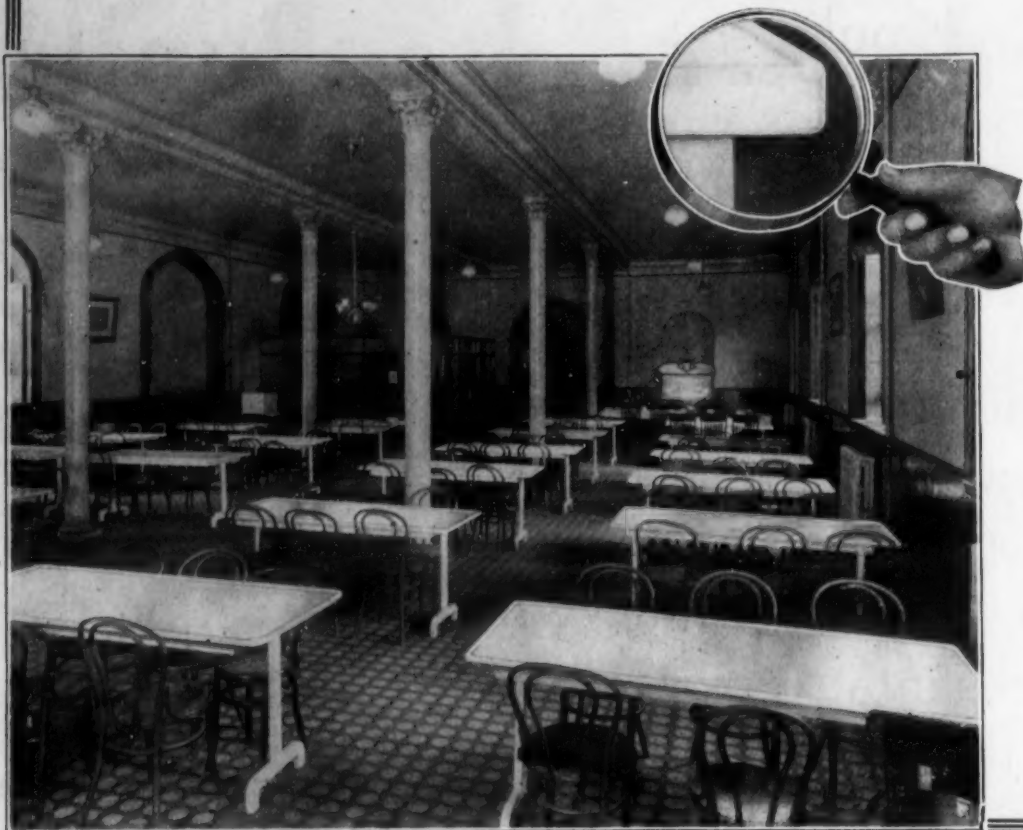
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## School Law Notes

### Schools and School Districts.

Where the county board of education, in dividing the county into school districts under the McMichael Law, used a correct map, on which the district lines were clearly and distinctly marked according to original land lot lines and creeks and streams, and the map was filed with the ordinary, there was a sufficient compliance with the statute, tho the lines did not follow the original land district or militia district lines, and some school districts comprised lots in more than one original land district.—*Moore v. Denny*, 105 S. E. 306, Ga.

The action of the board in such case was not invalidated because its minutes, showing the adoption of the map, did not specifically designate by name the original land lot lines, or name the lots comprising the several districts.—*Moore v. Denny*, 105 S. E. 306, Ga.

Under the Georgia Civ. Code 1910, § 1531, the action of the county board of education, in creating a new school district containing less than sixteen square miles by dividing an existing district, was valid, when the best interests of the schools demanded it, tho the board may have been influenced by the fact that an election in the existing district had resulted against local taxation, while a majority of the taxpayers and voters in the new district favored such taxation.—*Moore v. Denny*, 105 S. E. 306, Ga.

Where a school district which had contracted with a teacher for a future term was dissolved and annexed to a consolidated district, the obligations, as well as the property of the first district, under the express provisions of Education Law, § 137, passed to the consolidated district, and the latter district became liable on the con-

tract with the teacher.—*Barringer v. Powell*, 128 N. E. 910, N. Y.

Where after a school district engaged a teacher it was dissolved, and annexed to another, such district did not continue for the purpose of discharging obligations to the teacher, for a debt is not incurred until the consideration is furnished, and until the services were rendered no debt existed, so Education Law, § 135, providing that if a district be dissolved it shall continue to exist for the purpose of providing for and paying all its just debts, is not applicable.—*Barringer v. Powell*, 128 N. E. 910, N. Y.

### School District Government.

The creation of a local board of trustees for a new school district was not rendered illegal because the county board of education, after canvassing the returns and declaring certain named persons elected, left the ministerial act of issuing the commissions to the county superintendent.—*Moore v. Denny*, 105 S. E. 306, Ga.

### School District Property.

A controversy as to the location of a site for a school building and the erection of a schoolhouse thereon, in a district wherein an election has been held which permitted a bond issue, must be determined under existing laws respecting the administration of the public school system, and equity will not entertain jurisdiction, but will remand the parties to their statutory remedy.—*Marshall v. Clements*, 105 S. E. 294, Ga.

The maintenance of a school building is governmental in character, and the board of education is not liable for the failure or negligence of its subordinates or agents.—*Jaked v. Board of Education of City of Albany*, 185 N. Y. S. 88, N. Y.

The fact that an iron gate at the entrance of a school building was not fastened back, so as to prevent children from swinging on it, does not establish an obviously dangerous condition which could be imputed to the board of education, so as to render it liable for injury sustained by a child swinging on the gate.—*Jaked v. Board of Education of City of Albany*, 185 N. Y. S. 88, New York.

### School District Taxation.

Where notice of an election for the issuance of school bonds specified that the money was to be

used in building a ward school, an addition to an existing school, and additional schoolrooms on the grounds of a specified school or elsewhere, the issuance of the bonds cannot be avoided on the ground that Civ. Code 1913, § 2736, subd. 4, authorizes the issuance of bonds only for the purpose of building schoolhouses complete, for in any event the term "schoolhouses" as used in the title of which the section is a part means buildings owned or controlled by the school district, and an addition to an existing building is as much a schoolhouse as the old building.—*Parks v. School Dist. No. 1 of Yavapai County*, 193, P. 838, Ariz.

Where notice of an election to issue school bonds was signed by all of the trustees but the return made of the proceedings pursuant to Arizona Civ. Code 1913, par. 2740, requiring canvassing by the board of trustees, did not show that the notice was signed by one of the trustees, the omission is a clerical error which would be amendable on petition of the trustees; the complaint itself warranting an inference that the trustee not shown by the return to have signed did in fact sign the notice.—*Parks v. School Dist. No. 1 of Yavapai County*, 193 P. 838, Ariz.

Where one specified to serve as judge at a bond election by a school district pursuant to Arizona Civ. Code 1913, § 2738, declined to serve, it was proper to fill his place from among the bystanders, and the election cannot on that ground be invalidated.—*Parks v. School Dist. No. 1 of Yavapai County*, 193 P. 838, Ariz.

The words other than "bonds yes" and "bonds no" appeared on the ballots used in election by school district to determine the question of issuance of bonds, in violation of Arizona Civ. Code 1913, § 2739, that is a mere irregularity not reviewable except on the contest of the election and does not render the election void; hence disposition of the bonds on that ground cannot be avoided.—*Parks v. School Dist. No. 1 of Yavapai County*, 193 P. 838, Ariz.

Where the call for an election to issue school bonds specified that they were for building a ward school, an addition to a school, and additional rooms on the grounds of a named school

(Continued on Page 79)

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M-4682 Hygeia Stream



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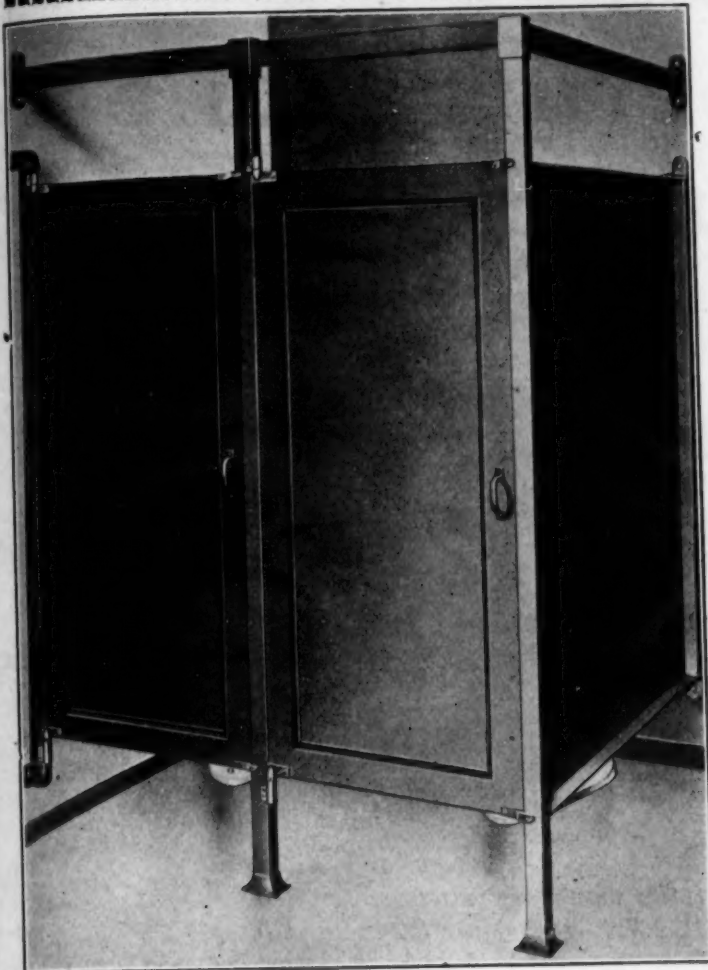
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(Continued from Page 76)

or elsewhere, the election is not invalid as submitting for consideration several purposes on which the taxpayers should be allowed to vote separately, but there is a single proposition, the equipment and maintenance of public schools in the district.—*Parks v. School Dist. No. 1 of Yavapai County*, 193 P. 838, Ariz.

Where notice of an election for the issuance of school bonds was published for four weeks prior to election, there was a literal compliance with Arizona Civ. Code 1913, § 2737, requiring that if a newspaper is published in the county notice shall be published not less than once a week for not less than three weeks, and hence disposal of bonds is not open to objection on that ground; substantial compliance with the statute being sufficient.—*Parks v. School Dist. No. 1 of Yavapai County*, 193 P. 838, Ariz.

A secret combination of school district officers to sell bonds at a private sale for their own gain will not invalidate bonds otherwise lawfully issued.—*Parks v. School Dist. No. 1 of Yavapai County*, 193 P. 838, Ariz.

Where the taxing officers of a high school district situated in three counties failed to comply with Illinois School Law, § 191, requiring the certificate of levy to be filed with each of the county clerks, filing such certificate with the county clerk of one county only, the levy was invalid not only as to the counties where the certificate was not filed, but also as to the county wherein it was filed, because under Illinois Const., art. 9, all taxes shall be uniform throughout the taxing districts levying the tax.—*People v. Noyes*, 129 N. E. 151, Ill.

Under Illinois Law, § 191, providing that when a district lies partly in two or more counties, the officials charged with the duty of levying a tax shall determine the amount to be raised by special tax for education and building purposes and shall prepare a certificate for each county in which such district may lie, and deliver the certificate to the township treasurer, who shall return a certificate to each of the county clerks of the counties in which a part of such district is situated, the making and filing of the certifi-

cate of levy is itself the levy of the tax, and, in order to constitute a valid levy within a township high school district situated in three counties, three certificates and the filing of one with each of the county clerks of the three counties are required.—*People v. Noyes*, 129 N. E. 151, Ill.

Complaint by taxpayers seeking to enjoin the sale of school bonds authorized by special election is insufficient to state a cause of action and is open to demurrer, where it appeared on the face thereof that the requirements of the statute had been substantially complied with in all particulars.—*Parks v. School Dist. No. 1 of Yavapai County*, 193 P. 838, Ariz.

#### Teachers.

Under New York Education Law, § 890, providing that any person conceiving himself aggrieved may appeal or petition to the commissioner of education, and his decision shall be final, and such appeal may be made in consequence of any action by the trustees of any district in paying or refusing to pay any teacher, a teacher engaged by a district, which was consolidated with another before rendition of the services may, where the consolidated district did not carry out the contract, appeal to the commissioner of education.—*Barringer v. Powell*, 128 N. E. 910, N. Y.

Where a school district which had engaged a teacher was consolidated with another, and the consolidated district refused to carry out the contract, and the teacher appealed to the commissioner of education, pursuant to New York Education Law, § 890, the commissioner has jurisdiction to assess the damages under section 891, but his jurisdiction is not exclusive; and hence, where the contract had not expired, and the parties assented to his remitting the question of damages to an action at law, there can be no complaint of the procedure.—*Barringer v. Powell*, 128 N. E. 910, N. Y.

The act of a school teacher of city of Buffalo, who had served more than twenty years, and had a statutory right of tenure unremovable without trial, and of benefit from a pension fund, in seeking, securing, and accepting a contract with the board of education for probationary or temporary employment as principal, did not ipso

facto permanently and effectively terminate all relation to her position as teacher, which was not lost, but its tenure merely suspended during her probation as principal.—*O'Connor v. Emerson*, 185 N. Y. S. 49, N. Y. Sup.

The Maine Revised Statutes, c. 16, § 38, par. 3, authorizing school committees to dismiss teachers for specified reasons, must be strictly followed, since it is authority given to those who represent one party only to vacate a contract.—*Hopkins v. Inhabitants of Bucksport*, 111 A. 734, Me.

The board of education of Buffalo, January 18, 1918, having fixed a probationary period of two years to be served by a principal before becoming eligible for appointment as permanent principal, where petitioner did not serve her probationary period of two years, and her service was discontinued during such period on the recommendation of the superintendent, her removal was not unlawful.—*O'Connor v. Emerson*, 185 N. Y. S. 49, N. Y. Sup.

Under the Maine Rev. St., c. 16, § 38, par. 3, authorizing school committees to dismiss teachers whose services are deemed unprofitable, the discharge before the school term started of a teacher having the necessary certificate, because she had been seen taking automobile driving lessons from an enemy alien, was unjustified.—*Hopkins v. Inhabitants of Bucksport*, 111 A. 734, Me.

Under the Maine Rev. St., c. 16, § 38, par. 3, authorizing school committees to dismiss teachers for certain specified reasons after an investigation, a notice of the hearing to the teacher, which failed to show the grounds on which her dismissal was sought, is insufficient, altho she attended the meeting.—*Hopkins v. Inhabitants of Bucksport*, 111 A. 734, Me.

Where a teacher was engaged for forty weeks at a fixed salary, and after the school district was consolidated with another, the consolidated district refused to carry out the contract, the teacher's measure of damages on expiration of the contract period is the full amount of the agreed salary.—*Barringer v. Powell*, 128 N. E. 910, N. Y.



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## SCHOOL DISTRICTS CANNOT ISSUE BONDS TO PURCHASE VEHICLES.

**The Submission of Legal and Illegal Purposes in a Single Election Proposition Invalidates An Entire Bond Issue.**

On February 26, 1919, an election was held in Madison township, rural school district of Scioto County, Ohio, on the question of issuing bonds in the amount of \$35,000 for a high school building, \$750 for the purchase of a site for the building, and \$4,000 for the purchase of motor trucks and school wagons. The proceedings were had pursuant to Section 7625 of the Ohio General Code.

A majority of the electors voted in favor of the proposition submitted and the Board of Education proceeded to advertise the bonds for sale. Action was brought to restrain the same. The common pleas court granted an injunction perpetually enjoining the issuance and sale of any and all of the bonds. The Court of Appeals upon appeal modified the injunction by permitting the issuance and sale of the bonds, except those for the purchase of motor trucks and wagons, and as to those bonds the injunction was continued.

On appeal by the plaintiff to the Supreme Court in the case of Allard v. Board of Education of Madison Township Rural School District, 129 Northeastern Reporter 718, that court, reversing the Court of Appeals and upholding the injunction granted by the Common Pleas Court, held that, while the district was authorized to issue bonds to build the high school and to purchase the site for it, there was no authority to issue bonds for the purchase of motor trucks and wagons and, since there was no separate vote on the several purposes, the entire issue was unauthorized. The court says:

"While the requirement is made by various provisions of the law that boards of education shall provide adequate school privileges for the youth of school age, and in pursuance of that policy boards of education are required to provide means of transportation for pupils under certain circumstances, yet no authority has been expressly conferred to submit the question if issuance of bonds for such purpose under section

7625, General Code, or other provision of the statute, and none can be implied.

"In this instance but one proposition was submitted, and it included with purposes for which the issuance of bonds is authorized a purpose for which there is no legal authority for the issuance of bonds, and with no opportunity afforded the electors to vote separately on the question of issuing bonds for the various purposes stated. While that would be unnecessary if all were expressly authorized by law, the fact that all were here included in one proposition, and the electors of the district were therefore required to and did vote for or against the proposal as an entirety, makes it impossible to ascertain whether the issuance of bonds for the purposes stated other than that for purchasing motor trucks and wagons has the approval of a majority of the electors of the district."



### Malnutrition in Children.

Of 2,843 children examined by Brown and Davis in 1,256, or 44 per cent, were seven per cent or more underweight, and 751, or 26 per cent were from ten to twelve per cent or more underweight. Estimating the total school population as 79,000, 26 per cent are undernourished and in a serious state of health. The figures are contained in a paper entitled "Prevalence of Malnutrition in Public School Children of Ontario, published in the Public Health Journal of Toronto, for February, 1921.

### HYGIENE AND SANITATION.

—To determine at what cost New York's 800,000 school children may be made physically fit and kept in good health, the Department of Health has established an experimental health

station in Public School 43, Manhattan. The station has been established following the discovery that more than a thousand of the pupils are undernourished. A start has already been made in teaching the mothers how to correct the condition thru the aid of nutrition workers provided by the Red Cross.

At the health station three thousand pupils are to be given the most efficient health care possible under the direction of Dr. S. Josephine Baker, head of the Bureau of Child Hygiene. A doctor and a nurse have been employed to conduct examinations at the school and to consult with parents regarding physical defects such as diseased tonsils, adenoids, poor vision and hearing. Teachers College has turned over the services of seventy of its public health and nursing students to assist in home visiting and to receive training in field work.

The ultimate aim of the work is to show the minimum amount of health supervision which can be given at the least cost, to keep the children in good health.

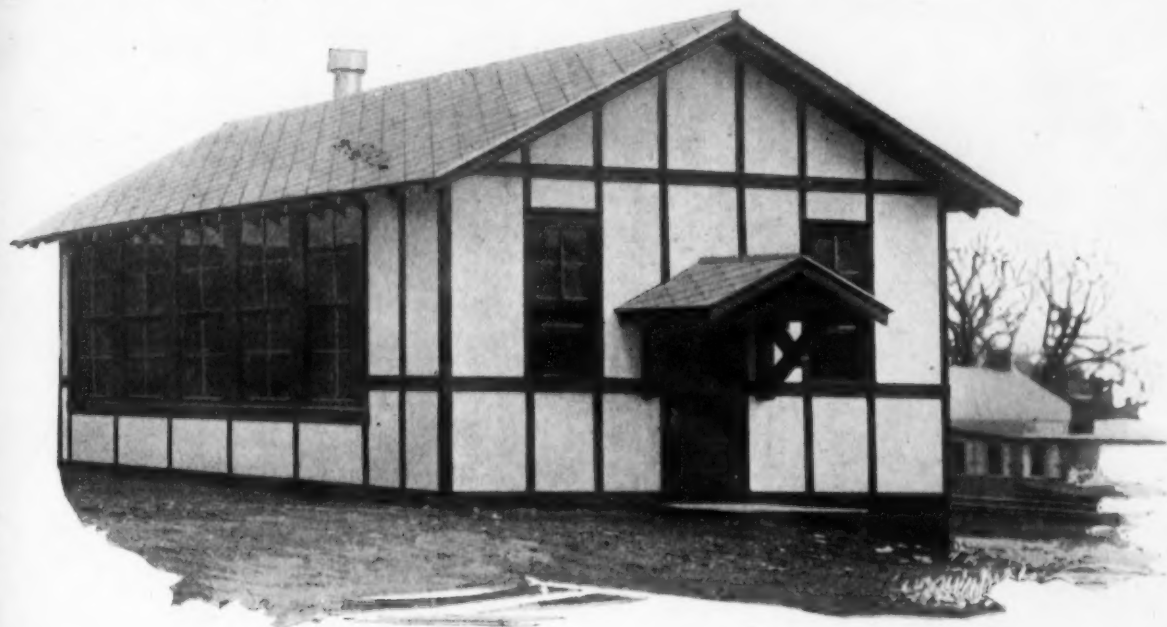
—Marion, Ind. Permission has been given for the establishment of open air schools. The work will be carried out under the direction of Mrs. W. W. Brunk, executive secretary of the Grant County Tuberculosis Society.

—Under a bill recently passed in the Washington state legislature, school boards are given authority to appoint practicing physicians as medical inspectors for various districts. The bill definitely establishes powers of boards of education in matters of health of pupils.

The bill provides that no student need undergo a physical examination if the parent notifies the school authorities that such an examination is not desired. The same applies to the problem of vaccination where there is a written consent from the parent.

—The firm of C. C. Shipp & Co., manufacturers of steam heating and ventilating devices, has begun a suit in the courts against the Indiana State Board of Health, in which the right of the state board to enforce its rulings regarding the heating and ventilating of schoolhouses is questioned.

(Concluded on Page 83)



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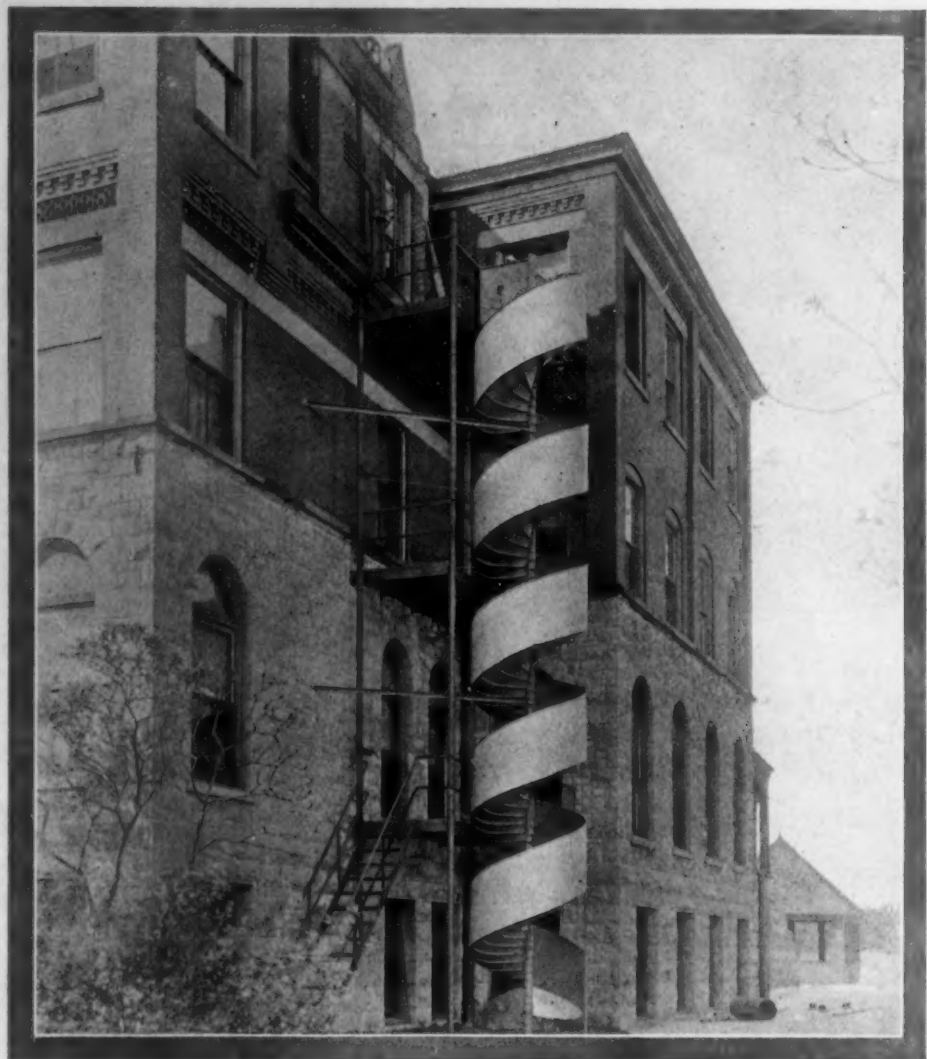
1927 Market Street, Philadelphia.

THE SINGLE ROOM ASBESTOS SCHOOL HOUSE.

TWO ROOM ASBESTOS SCHOOL HOUSE







## If a Fire were Within a Few Feet of You Which Method Would You Choose?

**I**N an actual test between two children, the child on the stair escape could descend only ten steps in the time it took the child on the Standard Slide Fire Escape to reach ground and safety.

Two hundred pupils a minute is the capacity of this modern, non-crowding, **SAFE** fire escape.

Give the children a fair chance. Write for complete information today.

## STANDARD CONVEYOR COMPANY

NORTH ST. PAUL, MINN.

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549 W. Washington St.

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Representative in all principal cities.



### BAYLEY EQUIPPED SCHOOLS

In addition to having the benefit of greater economy and efficiency in ventilation and the distribution of heat, are practically free from annoying breakdown troubles. The Riverside High School shown at the left above is one of the many modern school buildings so equipped.

#### THE BAYLEY PLEXIFORM FAN

furnishes ventilation and moving air for the distribution of heat at a minimum power and space requirement.

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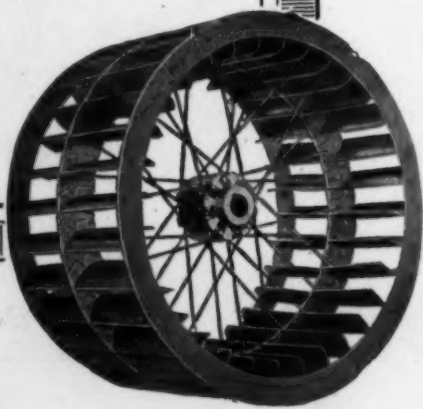
A "tube within a tube radiator" free from return bends, elbows and nipples, that can be altered, increased, decreased or repaired without disturbing the entire installation. It can be shipped K.D. to save freight.

#### BAYLEY ENGINEERS

have made a life study of sanitary heating and ventilation. Their services are yours for the asking.

#### BAYLEY MFG. CO.

Dept. H.  
Milwaukee, Wis.



High School, Red Bank, N. J. E. A. Arend, Architect.

The fresh pure air delivered by the Peerless System is not only heated to the proper temperature, but by being passed over a body of water in each Unit is humidified to a suitable condition for breathing. This assures a supply of uniformly good quality air which is not possible if untreated air is brought into school rooms, particularly if the school is located in a congested or dusty district. Unless the pupils are supplied with a sufficient amount of pure air the result of their work is found to be far below standard. Not only are their assimilating faculties depreciated, but increased liability to actual physical ills becomes a menace. Lassitude, sluggishness, and headaches are the more common indications of poor or insufficient ventilation.

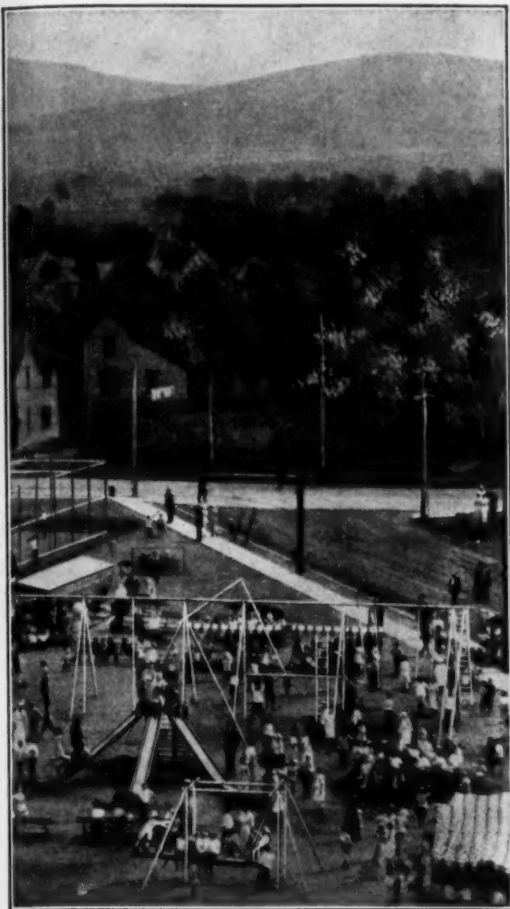
Our engineering staff is at your service.

## PEERLESS UNIT VENTILATION CO., INC.

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Section of a typical playground, fitted with MEDART Playground Equipment, located and installed with the assistance of our Engineering Department. No matter what the size of your appropriation, MEDART engineers are always glad to give you intelligent advice on any playground problem.

## SCIENTIFIC PLAY A Vital Factor in Education

Scientific play and properly planned playgrounds are vital factors in education because they build the healthy bodies that support active minds. The children for whose welfare you are at least partially responsible will develop quicker and better if they have ample and scientific playgrounds. If you haven't them, they should be provided at once—if you have, extensions may be necessary.

# MEDART

PLAYGROUND EQUIPMENT

Built on the results of fifty years' experience by pioneers in the playground movement, and the leaders in perfecting playground equipment rightly fitted to train growing children. Get Catalog "L," really a textbook on playground planning and equipment. Tell us your problems and get the advice of our Engineering Department, without cost or obligation.

### FRED MEDART MFG. CO.

Potomac and De Kalb Sts., St. Louis, Mo.

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(Continued from Page 80)

The complaint contends that the rules of the state board have been so formed as to prevent the use of certain patented articles in the placing of schoolhouse ventilating systems. Mr. Shipp has asked that the rules be set aside and that he be given damages of \$50,000.

—A significant feature of two all-day teaching clinics on tuberculosis, recently held at Anna and Chester, Ill., was the attendance of superintendents and teachers of the local schools. Those in charge of the clinics gave special talks on undernourished children and tuberculosis cases, and called attention particularly to the value of early treatment in such cases. The clinics were held under the joint auspices of the medical and tuberculosis societies, and were under the charge of officers of the Illinois Tuberculosis Association.

The Division of Child Hygiene, of the Chicago Health Department, has recently completed a survey with the following results: Out of nearly 500,000 children examined, 3,698 have been found to have discharging ears, and 2,979 have impaired hearing. Those deaf, all degrees, in one ear, were 2,021; both ears, 958. Tonsil and adenoid affections numbered 1,047 and deafness as resulting from tonsil and adenoid affections amounted to 1,356.

The Public Health Committee of the New York Academy of Medicine, in a recent report on the typhus situation, advises preventive measures altho no imminent danger of the spread of the fever exists. The report emphasizes the importance of separating the sick from the healthy and shows that it is imperative that disinfection of immigrants should be made at the port of embarkation.

Because of the existence of a few cases in the city steps have been taken toward the elimination of pediculosis. Efforts have been made to discover children infested with vermin, and when they are found, they will be barred from school until free from vermin. It is found that most of the children so infested have recently come from Europe. New cases of typhus have been traced to passengers of steamships arriving from the Continent.

—The Illinois Department of Public Health,

thru its division of child hygiene and public health nursing, has recently called the attention of the medical profession to the epidemic poliomyelitis situation in the state.

The department points out that while little has appeared in public prints since 1916 concerning the disease, it is still present in epidemic form and control measures are more imperative now than formerly.

In carrying out its plan for the after-care of victims of the disease thru the 23 clinics established in as many cities, the division constantly comes in contact with patients afflicted with it. It appears that about one case in three is recognized and reported.

The Division of Child Hygiene of the Chicago Health Department, has made a survey of school children having discharging ears or suffering from deafness, to determine the relationship of diseased or enlarged tonsils and adenoids to such ailments. The division has actively exploited toxin-antitoxin as an agency for the prevention of diphtheria as a routine measure and without the use of the Schick test on all children under 10 years of age. Last year, 34,059 treatments were given to school children in the kindergarten and the first grade, and no child developed diphtheria.

#### THE SMITH-TOWNER BILL DISCUSSED.

—The Academy of Education of New York City heard on March 23rd a discussion of the Smith-Towner bill. While the discussion did not come to a conclusion, it was interesting to note that the opinions among educators in New York City are very radically divided on the bill. Prof. George D. Strayer, of Teachers College, supported the bill, while Mr. John W. Rafferty, Principal of Public School 18, Brooklyn, denounced it. Dr. Thomas M. Balliet of the New York University suggests that the entire purpose of the bill is to grant more funds and increased functions to the present United States Bureau of Education.

Dr. Strayer discussed the Smith-Towner from several points of view to show that it was necessary to provide fairer opportunities of education in order to promote citizenship by eliminating

illiteracy and facilitating health. He showed how the bill could secure these results by enabling the poorer states with the help of the Government to obtain competent teachers. He claimed that the bill was strictly non-partisan and it would not centralize power. He cited precedents in the creation of the Cabinet positions to show that the Government had the right to establish the Department of Education. In brief, Dr. Strayer argued that the Department of Education was an absolute necessity to enable the country to wage a successful campaign against illiteracy.

Mr. Rafferty denounced the bill and summed up his arguments in the following ten objections: First, because it involved a menace to federal education through bureaucracy.

Second, because it destroyed states' rights; in particular the educational independence of the states.

Third, because education, which was fundamentally local, would be centralized at Washington.

Fourth, because centralized and bureaucratized education tended to become ossified education.

Fifth, because it decreased educational efficiency and throttled educational freedom.

Sixth, because it added \$100,000,000 in taxes to the country's already heavy burden.

Seventh, because in reality, it was taxing the north to educate the south.

Eighth, because it would work a grave injustice to the schools, and to the teachers of all educationally progressive states.

Ninth, because notable educational authorities were against and saw in it a menace to American education.

Tenth, because it was not an American ideal, but a foreign importation wholly inconsistent with American ideals of freedom and liberty.

Dr. Balliet also opposed the bill on the ground that it would centralize too much power in the Federal Government. "The Secretary of Education," he said, "would be only human and press for more power." Dr. Balliet asked for a more liberal Federal support for the Bureau of Education in order that it might expand its service.

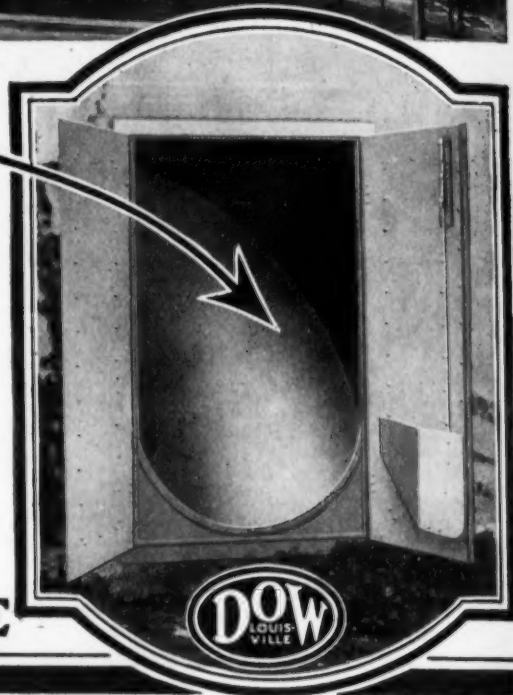




## Yes, Of Course It's a Fire Escape!

Even though it doesn't look like it. It's one of the exits of the Dow Spiral Slide Fire Escapes with which the East Side High School of Cincinnati, shown above, is fully equipped. This installation demonstrates what Dow has done in obviating unsightly, hazardous exterior step escapes. Dow Spiral Slide Fire Escapes can be incorporated within the walls of buildings (with exterior exits) without the loss of valuable floor space and without marring exterior effects.

Fire escapes are essential to every school building whether constructed of brick, stone, concrete or wood. It is therefore the duty of every school official to see that the school under his jurisdiction is provided with an adequate, safe and sure means by which all the occupants can escape in times of fire emergencies. Dow Spiral Slide Fire Escapes are actually the safest in the world, millions having passed through them without a single mishap. Write to Dow Wire and Iron Works, Incorporated, Louisville, Kentucky.



## DOW SPIRAL SLIDE FIRE ESCAPE



### Personal News of School Officials

#### MR. HUSSANDER RESIGNS.

Effective April 1st, Mr. A. F. Hussander has resigned as architect of the Chicago board of education to devote his entire time to private practice of architecture. Mr. Hussander has been connected with the Chicago schools during a period of twenty-two years and during the last eleven years was architect of the board. He will serve in a consulting capacity during a period of one year.

Mr. Hussander has designed and supervised the construction of more than 100 school buildings and additions, aggregating in value over 25 millions of dollars. During the past year he has designed and put under construction eight new buildings costing more than three million dollars and at the time of his resignation had just completed plans and specifications for several high schools and a number of grade buildings, which will be put under contract during the coming summer and which will cost with other buildings now under way over 15 million dollars.

Mr. Hussander has been instrumental in introducing in the Chicago schools a plan for standardizing the design and construction of buildings that has greatly increased the efficiency and economy of new structures. He has opened new offices at 25 North Dearborn St., and will specialize in schoolhouse work.

#### NEWS OF SCHOOL OFFICIALS.

—Mr. John S. Rice has been reelected as chairman of the school board at Barre, Mass.

—Mr. James Coffey has been named as superintendent of school buildings and grounds at Salem, Mass.

—Mr. P. S. DuPont of Wilmington, Del., has

announced that he will not accept an appointment to the Delaware State Board of Education.

—Mr. W. B. Woolley has been reelected president of the board of education at Keokuk, Ia.

—Dr. O. A. Dahms has been reelected as president of the board at Davenport, Ia.

—Mrs. Clyde Eby, Mrs. E. K. Bishop and Mrs. Wade Beadows have been appointed as new members of the board at New Bern, N. C.

—Mr. H. L. Thomas has been reelected president of the board of education at Perry, Ia. Mrs. R. D. Echlin has taken her place as a new member of the board, and Mr. A. J. Krohnke was reelected to serve another term.

—The New York City board of education has elected Mr. William R. Hayward, Mrs. Grace S. Forsythe, and Mr. Robert J. Frost as the three additional examiners authorized under the new educational law. Mr. Walter L. Hervey was reelected. The examiners are to hold office for a probationary term of three years and are to be paid a salary of \$7,700.

—The school board of Griswold, Ia., has reorganized for the year with the election of two new members. Mr. W. T. Kirkpatrick and Mr. Claude Asay have been elected to succeed the two retiring members, Mr. Geo. W. Johnson and Mr. Chas. M. Lindsay.

—Mr. D. D. Hammelbaugh, secretary of the school board at Harrisburg, Pa., has been connected with the offices of the board for the past 38 years. For 26 of these years he has been secretary and has the distinction of being the oldest school board secretary in Pennsylvania so far as length of service goes. He was a clerk in the office of the board previous to his appointment as secretary in 1895.

#### ADMINISTRATION.

—The school board of Sea Cliff, L. I., New York City, has rescinded a rule barring the use of the rod in maintaining discipline. It was the opinion of the board members that the moral effect of the change had not been good since pupils knew that punishment could not be administered. Teachers, it was pointed out, wasted valuable time in discipline otherwise administered.

—A bill has been introduced in the Michigan state legislature providing for the elimination of high school fraternities in the state. Drastic penalties are provided for students and school officials who fail to obey the law.

—The city of Harrisburg, Pa., is a pioneer in the treatment of backward children. Four schools are being operated by the board for those who cannot pursue the regular work prescribed for normal children. Seventy-two children attend these schools and they are divided between four school buildings.

The work done in the schools is very interesting. In addition to simple academic work, the children receive training in chair caning, brush making, thin woodwork, basketry, weaving and plain sewing. The schools supply the school district with all the brushes needed. Up to the present time the children have made ten pairs of bedroom slippers, girls' skirts, serving trays, flower baskets, raffa baskets, woven bags, coat hangers and about a hundred toys. Most of the articles made are retained by the children.

—"Unless the \$16,000,000 school tax provided for by the Sixteenth Amendment to the California Constitution, voted last November, is collected before March 1. It cannot lawfully be made a lien upon the property of the corporations," where it should be placed, Will C. Wood, State Superintendent of Public Instruction, told the annual convention of the State High School principals at San Rafael Feb. 9.

"The situation is particularly grave, as the Legislature is averse to imposing the proposed ad valorem tax of 22 cents to cover this or any other purpose," he said.

Added legislation probably would be necessary to carry the tax into effect, he said.

"If many more of these financial burdens are passed by the people the Legislature may be compelled to refuse such mandates. That would be revolutionary."

The crowded condition of the schools has created an imperative need for a system of junior colleges to supplement the University of California, he said.



## He had died a hero—but he had died

"The name of Saunders Harrison will go down on the annals of our school as that of a hero. May you find comfort in the knowledge of the glory of his sacrifice."

It was part of a letter from the head master of St. Matthew's.

The writing blurred before her eyes. Through an aching daze she visualized again that terrible night. Red daggers of flame stabbing the darkness. Great clouds of smoke, that sinister ally of fire, blinding, masking the way to safety. Boys marching out in grim silence. The roll call—each answering to his name, shouting above the sucking roar of fire, and the sickening thuds of falling walls. One boy missing! Her boy, Saunders, went back to get him, and never came out.

Yes, he had died like a hero—but he had died!

His nineteen years of clean, splendid boyhood was a prouder, finer record than many a man's full three score years and ten.

Never to touch him again. Never to hold him tight in her arms.

She rejoiced in his glory. But comfort? He was gone.

Splendid instructors. Athletic sports. Excellent moral supervision. A proud name. How carefully they had investigated every phase of the school life before they had decided where he should go. Yet they had taken safety for granted.

There is an average of seven school fires every day because safety is "taken for granted."

Will you profit by the terrible experience of others or must you wait for the supreme sacrifice of one of your loved ones before you will see to it that the one sure method of fire prevention is installed?

With Grinnell Automatic Sprinklers there need be no sacrifice. Day and night they guard schools and other institutions of our land and silently and completely give protection against fire. Make safety certain. Put a Grinnell Automatic Sprinkler System in your school. *When the fire starts, the water starts.*

Send for "*Fire Tragedies and Their Remedy*"

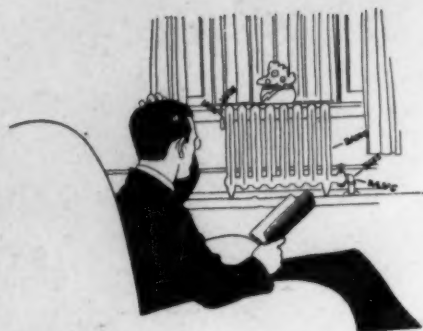
Drop us a postcard before you lay aside this magazine. Procrastination may result in sorrow. We have solid, unbiased, truthful facts concerning adequate protection for schools, hospitals and institutions and a list of such buildings which have been made safe from fire. Address Grinnell Company, Inc., 291 West Exchange Street, Providence, R. I.

# GRINNELL

## AUTOMATIC SPRINKLER SYSTEM

*When the fire starts the water starts*





## The Idea That Revolutionized Steam Heating —has been carried into the schools

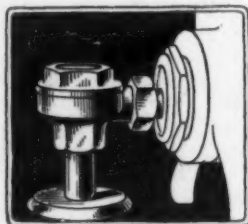
Up to seventeen years ago, noisy, half-hot, leaky radiators were considered a necessary nuisance.

Then came the Dunham Thermostatic Radiator Trap. It was radical in principle. It did away with the customary noise and kept radiators hot all over; this was said to be too good to be true. Yet it was true—and so welcomingly true and good that today the thermostatic principle is accepted as standard by leading engineers the world over.

It is the Dunham Radiator Trap, and Dunham Heating Service, that today gives to all kinds of schools, the most heating comfort per ton of coal.

**The DUNHAM**  
REG. TRADE-MARK  
**HEATING SERVICE**

Every man who has anything to do with the selection of a steam heating system will be interested in the Dunham story. May we send it to you? The Dunham Trap can be used with any standard steam heating equipment, either on radiator or coil.



**C. A. Dunham Co., 230 East Ohio Street, Chicago**

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# DEVOE

## The Most Important “Ingredient” Is Never In the Formula

“X School Colors must be as good as Z School Colors,” you may say. “Both use the same raw materials.”

The facts are true, but the conclusion is false, because the most important “ingredient” in School Colors is that intangible, invisible product of the years—experience.

And that is the reason why the use of Devoe School Colors is so wide-spread. This brand has behind it the longest paint manufacturing experience in the United States. It has been time-tested and proven during 166 years.

Others may follow a Devoe formula, but Devoe will give superior results.

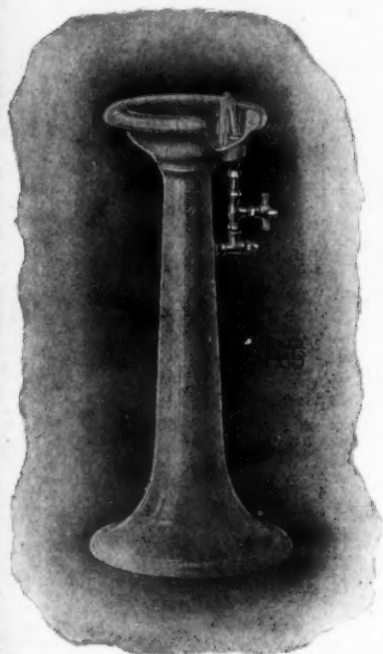


**Devoe & Raynolds Co., Inc.**  
New York Chicago



## RUNDLE-SPENCE "VERTICO-SLANT" DRINKING FOUNTAINS

prevent tampering and pilfering, and also discourage squirting, the cause of finger contamination, as it is impossible to do so without wetting the operator more than the other fellow.



No. C-143

### ELIMINATE CONTAMINATION

—equip your schools with the health promoting Rundle-Spence "Vertico-Slant" Drinking Fountains. They are absolutely sanitary in design—durable in construction—plus, economical in cost. They combine simplicity of construction with beauty of appearance and will harmonize perfectly with the most simple and elaborate surroundings.

### NOZZLE CANNOT BE TOUCHED WITH LIPS

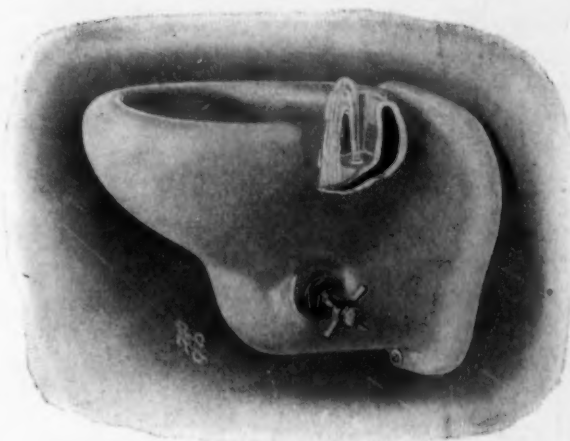
Rundle-Spence "Vertico-Slant" Drinking Fountains have no hoods on which the corner of the mouth can rest; no filth collecting crevices that are impossible to clean, as the bowls are of extra heavy vitreous china and are of free open construction. Rundle-Spence "Vertico-Slant" Drinking Fountains are made in a wide variety of designs to meet every requirement.

*Our new 73 page catalogue, illustrating both expensive and inexpensive "Vertico-Slant" Drinking Fountains in detail, will be gladly sent you on request.*

## Rundle-Spence Mfg. Company

52 Second Street

Milwaukee, Wisconsin



No. C-92



### PROVIDE INCREASED SCHOOL ACCOMMODATIONS.

—A campaign for increased school accommodations for New York City was recently begun by Dr. John A. Ferguson, chairman of the building committee of the board of education with the aim of providing a seat for every child. Dr. Ferguson's study has shown that one hundred thousand children are on part-time and that it is a distinct duty of the citizens to provide the necessary accommodations for these children. The study was made some time ago by Dr. Ferguson, in co-operation with Mr. Edward B. Shallow and Building Supt. C. B. J. Snyder.

In addition to the buildings now under construction, and those for which contracts are ready for advertising, it is estimated that nearly 49 buildings of 2,000 sittings each, are needed to eliminate part-time and double sessions. These figures provide only for the elementary schools and the amount necessary for high schools is estimated as very much greater.

Following close upon the building survey of Dr. Ferguson, the city and school officials have agreed upon a program which shall take care of all part-time pupils and a considerable proportion of those in double-session classes. The city board of estimate has approved the program recommended by the board, fixing the cost at \$52,000,000 and removing all obstacles that may contribute to delays in construction work. The board is authorized to use the funds allowed as its judgment dictates and will not be bound to follow any prescribed order of building.

The building program as approved provides for approximately \$52,000,000 and includes 47 elementary schools and additions and 26 portables;

six new high schools and one addition; a training school for teachers; additional cottages for the Queens Parental School, and a vocational high school in Richmond Borough.

The next step will be to hasten the acquisition of building sites and to expedite the approval of building plans in order that the program may go forward promptly. It has been shown that there have been some serious delays in the past in this direction and that two of the proposed buildings are still held back because of delay in the selection of the proper sites. It has been agreed that the board of education shall indicate its choice of a site and that the board of estimate shall promptly take steps to acquire the same. The fact that the board has practically all of the sites now available under improvement is an added reason for getting additional property immediately. It is expected that the investigation order of the board will now hasten the selection of sites.

The present concern of the board in the acquisition of new schools is the failure of the controller to dispose of the short term city bond issue because of market conditions. The present situation is due to the large sums being raised by the city in short-term notes and to relatively low rates of interest. It is pointed out that the board will require not only the short term bond issue to meet the expenditures, but also a large long term bond issue for schools to be erected with the first \$15,000,000 from the fund. Long term bonds will not be issued at once as short term notes are issued to finance construction.

Delay in fulfilling minor contracts is said to be retarding the completion of a number of new school buildings now under construction. At least six new elementary buildings are practically ready for occupancy but for such causes as non-delivery of furniture, installation of heating and plumbing, and delay in sheet metal work.

The board has received bids for additions to the Curtis high school and School No. 115, Manhattan. In addition to these, the contract has been let for the erection of School No. 57 in Queens Borough, while sites have been selected for five additional schools.

With an improvement in the financial situation, lower prices for building materials and labor, it is expected that school building construction will go forward satisfactorily during the coming summer and winter.

### AMONG BOARDS OF EDUCATION.

—The entire membership of the state board of Delaware threatens to resign if the school bill now before the legislature is passed in its present form. Objection has been made to an elective board because of the danger of control by state politics. Objection is also made to the minimum salaries for teachers and to the provision that standardization and qualification of teachers shall be in the hands of the state board.

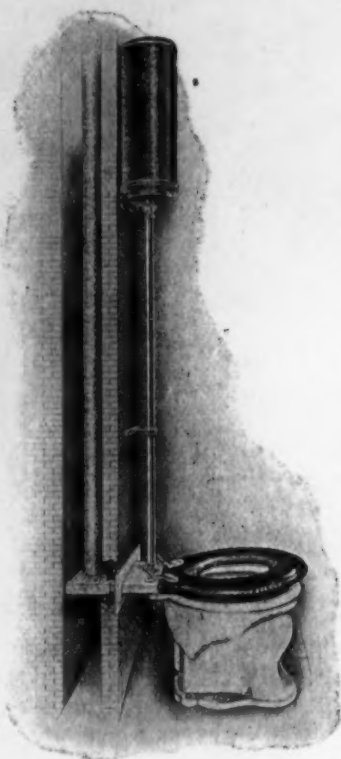
It is pointed out that the state board has been working along the lines of economy, without weakening the efficiency of the schools and it is desired that this method be continued.

—A recent school election in Davenport, Ia., resulted in the overwhelming defeat of the socialist candidates. Two reasons appear to be the cause of the defeat, namely, the desire to maintain the school board as a nonpartisan board and second, a general protest of the entire city against the policies of the socialists as they had been carried out in the municipal government.

—Oshkosh, Wis. In a general school election, the voters of the city have eliminated the present board of seven members and will replace it with a new board of seven members elected at large. The change is an outgrowth of a controversy between the city council and the board over a reduction of \$59,000 in the school budget.

—Wilmington, Del. The advantages of a seven-member board of education over the present thirteen-member body, were explained recently by members of the executive board of the school survey committee, who sought support for the bill for the general improvement of the schools. It was pointed out that the present large body is not only antique but is detrimental to the development of the school system. What is needed, according to the committee, is a smaller body working in the interests of the city and not for political subdivisions.





954-N

# "NONGCO"

## PLUMBING FIXTURES FOR SCHOOLS

*"The Standard for Over  
Forty Years"*

NONGCO Plumbing Fixtures combine mechanical perfection with beauty of appearance—and are absolutely sanitary in every respect.

They are scientifically designed to give satisfactory service under the most unusual and trying conditions.

Remember, we have been manufacturing plumbing fixtures for schools for over forty years. We know what is required and are prepared to supply you with the very best.

Our many years of service to the School Boards of America is a record of which we are proud.

*Our Experts Are Always—"At Your Service"*



596-N

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—Knoxville, Tenn. A legal opinion has been rendered to the effect that a member of the city commission may not become a member of the board of education. The opinion was given because of an impression that the commissioner of accounts might be elected a member of the board, at the expiration of the terms of three members.

—Senator George B. Skogmo of River Falls, has introduced a bill in the Wisconsin legislature providing for the reorganization of the state education department. The bill provides for a new board of seven members, to consist of the state superintendent ex-officio, and six members to be appointed by the governor and confirmed by the senate. The bill is offered in the interest of unity and efficiency in administration and supervision.

—The Wilson bill to reduce the size of the Bridgeport (Conn.) board to five members has been unfavorably reported out of the legislative committee.

Another bill called the Challenger bill, seeks to reduce the board gradually to six members, leaving these members to be elected by the people as at present. The bill does not legislate the members out of office but permits them to finish their terms, providing that no successors are elected to present members of the board until the number has been reduced to six by process of elimination.

Mrs. Gertrude H. Brackett, a member of the school board of Haverhill, Mass., has criticized the board for holding secret sessions. Mrs. Brackett holds that all discussions should take place at meetings of the board with all the members present. The members held that they had merely "talked over" school matters and that there had been no intention of wrong doing.

—The school board of Portland, Ore., is planning to prohibit secret societies in the high school. A resolution to this effect has been prepared for the board's approval.

—The school board of Watertown, Mass., has appropriated \$5,000 for an educational survey. The survey seeks to eliminate obsolete methods and to provide better methods of dealing with backward children.

—Paterson, N. J. The board of education has refused the use of the high school auditorium for a socialist debate. The board believes the building should be used for the promotion of Americanism.

—Boston, Mass. The administrative offices of the board have been centralized in one large office building on Beacon Street. The entire eight-story structure is to be used by the several administrative departments of the schools.

—Bellingham, Wash. Recommendations for changes in the administrative and supervisory policy of the school system have been made by Supt. D. E. Wiedman, following a preliminary report made by Prof. L. A. Kibbe on the recent survey of the elementary schools. The report covered the results of the Courtis test in arithmetic, the Stone test for speed and efficiency, the Clapp correct English test and the Iowa spelling test. The report included a recommendation that the number of pupils in classrooms be reduced, or that ungraded rooms for backward pupils be established.

—The school board of Beloit has asked that it be exempted from the provisions of the school board organization bill of Wisconsin. The exemption is requested in view of the fact that the special school charter under which Beloit operates, secures for the city all the advantages sought by the bill.

The application of the bill to Beloit would result in two changes. One would be an election of school board members by ballot at the regular spring elections and the other would be the elimination of the dual school system which was established more than a half century ago.

—Under a newly enacted state law, the control of the schools of Fort Wayne has been placed in the hands of seven trustees to be named by the mayor. On August first, the present members will be replaced by a new board of seven members, all of whom will serve without pay.

It is provided that one trustee shall be appointed for a term of one year, two for two years, two for three years, and two for four years.

—Pottsville, Pa. Mr. W. H. Chandler, a new

member of the board, has recently warned the board members against the dangers of school favoritism. Mr. Chandler disapproves considerations of relationship and friendship in assignments of teachers, and argues that successful experience and long service should be rewarded by promotions or salary increases.

—Greenfield, Mass. Out of a school board of nine members, three are now women, an additional woman having been elected in March. The new members are Charles W. Nims, A. C. Stimson and Mrs. Myrabel Fiske.

—Beloit, Wis. The school board has created the office of business manager and will employ a qualified man for the position.

—The U. S. Public Health Service has begun a campaign of school hygiene work in the larger cities of the country. Local health officials have charge of the surveys in their municipalities, according to a plan of Surgeon-General Cumming. The first city in which a comprehensive school hygiene survey is being made is Minneapolis.

The school board of Terre Haute, Ind., has approved the synthetic system as a substitute for the present organization of the schools. The new plan contemplates the consolidation of a number of the present school units and an entire change in the system of principals.

Under the new system, one trained schoolman will act as principal of two or more school units, replacing the present plan of a principal for each building. The plan is in the direction of greater economy in that fewer principals will be necessary, with a considerable saving in salaries. The four schools selected for the initial tryout must of necessity be replaced and it is felt that the time is ripe to make the change.

—Under a bill introduced in the Oregon legislature, school boards will be authorized to employ "home teachers" for the purpose of Americanization of foreign-born children and parents. The teachers will work in the homes and instruct pupils and parents in matters of school attendance, language, sanitation and other subjects.

THE BRUNSWICK-BALKE-COLLENDER CO.  
**WHALE-BONE-ITE**  
 CLOSET SEATS

# Sanitation is Education

## Whale-Bone-It Promotes Hygiene



*"Its Beauty is More than  
Skin Deep"*

Eliminates up-keep expense.

Does not need revarnishing.

Is guaranteed against splitting.

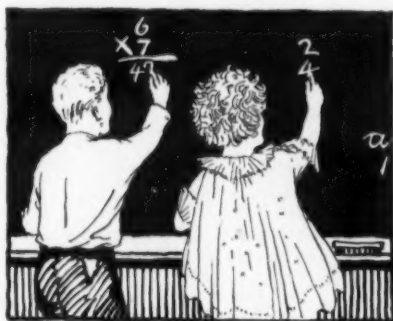
Consider this in your summer repair plans.

First cost—last cost.

If you cannot secure from local plumber or jobber, ask Seat Dept. of the makers.

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## *A Nation Is No Stronger Than Its Weakest Children*



**BOYS** and girls of school age are about the keenest observers imaginable. Blackboard proofs that  $6 \times 7 = 42$  are an insult to their intelligence if they are required to tolerate and use sanitation "facilities" which never deserved the name.

Your child or my child—the best is none too good for them. Perfection Chemical and Septic Systems are the best.

**T**HE sanitation facilities of a whole School District are judged by the **WORST** examples.

Sanitation is comparatively easy to provide where sewer connections are available, but what of the outlying districts? And how about those unsightly and dangerous privvies that, even today, menace the health and lives of children who attend District Schools?

There is a simple, safe and effective sanitation system for such schools—

### PERFECTION CHEMICAL INDOOR TOILETS

They are **NOT** expensive. They **ARE** sanitary, odorless, germ-proof. They are approved for school and home use by State and National Health Authorities.

Guaranteed against the need of replacement or defective parts for **ELEVEN YEARS**. They do not require sewer or cess-pool connection.

Children avoid contagion and colds caught through running out of doors. The fly menace, always uppermost in summer months, is eliminated.

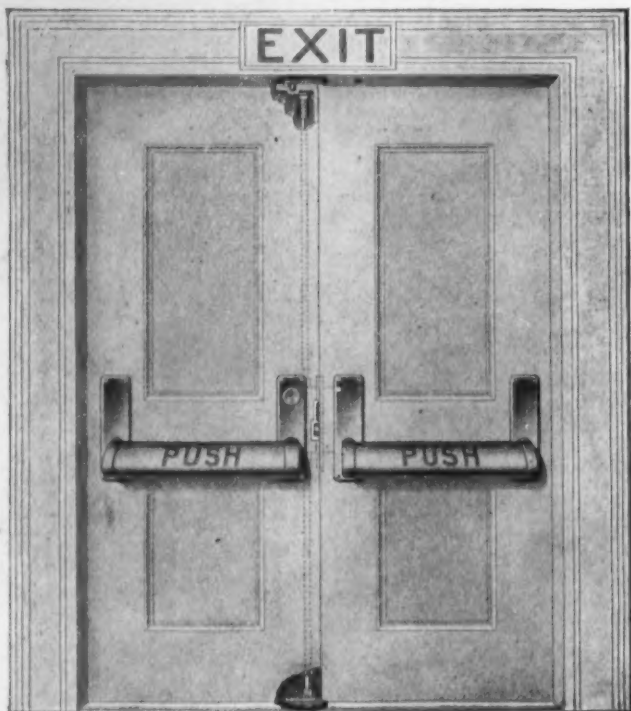
Our Service Department is more than a name. We maintain it for your benefit. Drop us a line today and tell us your problem. If you should not use our device we will not sell it at any price. **WRITE.**

**CHEMICAL TOILET CORPORATION**  
 Desk A, Syracuse, N. Y.



## Quick exit assured Safety provided

Members of school boards and other officials on whom the responsibility rests should make full provision for protection to life in case of panic by the use of this safety device.



# SARGENT

Reg. U. S. Pat. Off.

## Fire Exit Door Bolts

as illustrated above, are attractive in appearance, strong in construction and quick in action. The construction is such that in operating the push bar the hands or arms cannot be caught between the bar and the door.

They have a wide push bar which projects only  $2\frac{1}{2}$  inches from the surface of the door, permitting the door to swing wide open so as not to obstruct passage through the doorway. Slight pressure on the bar at any point will release the bolts instantly. All edges and corners on the bars and brackets are carefully rounded, eliminating all possibility of wearing apparel becoming accidentally caught.

Sargent Fire Exit Door Bolts, Locks and Hardware are sold by representative dealers in all cities.

**SARGENT & COMPANY, Manufacturers**  
New Haven, Conn.

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MANUFACTURERS SINCE 1855  
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WITH the coming of Spring's bright sunshine, it becomes increasingly important that the light in your schoolrooms be scientifically regulated. School Boards of many municipalities have solved this problem by specifying Stewart Hartshorn two-way rollers, operating Oswego Tinted Cambric, or Triplex Shadowless Opaque Shade Cloth,—thus controlling the light without interfering with ventilation.

*Stewart Hartshorn*  
**SHADE ROLLERS AND  
WINDOW SHADE FABRICS**

STEWART HARTSHORN CO.,  
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Write for samples of Colors 214 and 204 in Tinted Cambric, which have been analyzed by chemists and widely adopted by school authorities.

# DURAND STEEL LOCKERS

In considering Durand Lockers, bear in mind constantly the fact that they are of **steel**. Do not compare their cost with that of wood furniture; compare their length of life.

Durand construction is in harmony with the strength of the material. Durand Steel Lockers are built to last. They are fire-proof and practically indestructible.

When you buy Durand Steel Lockers, you can disregard depreciation, repairs, or replacement. You have got something of permanent value.

## DURAND STEEL LOCKER COMPANY

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New York City



### A METHOD OF JUDGING TEXTBOOKS.

Superintendent S. A. Harbourn has devised a card for scoring textbooks. Before adopting new books for the county schools of Sandusky County, Ohio, Mr. Harbourn places copies of books submitted to him into the hands of a number of the most efficient teachers with the request that they consider the books in the light of their own experience and in connection with the following outline:

#### Social Efficiency.

Textbooks should be judged from the point of view of social efficiency.

a. Material chosen should relate to those experiences and needs which appeal to the child as of social worth.

b. Admission or exclusion of subject matter should be determined with reference to its value in the solution of life's problems.

#### Motivation.

Textbooks should provide for motivation:

a. By problem form of presentation where possible. Since textbooks are to concern themselves, to a large extent, with the solution of problems, they must provide sufficient data or indicate the source from which it can be obtained. The various features of textbooks to be examined with this thought in mind are:

Content of reading material.

Illustrations—pictures, maps, charts, etc.

References.

Explanatory and supplementary notes.

Accuracy of data.

Index.

Table of contents.

Demand of book for equipment and apparatus.

SUBJECT SCORED.....

TITLES OF TEXT-  
BOOKS SCORED.....

(Exact Titles to be  
written in, stating  
whether Elementary  
or Advanced)

Social Efficiency  
(30 Points)

Motivation  
(30 Points)

Properly Graded  
(20 Points)

Mech'l Make-Up  
(20 Points)

TOTAL POINTS

REMARKS:

Signature of One Scoring.....

### FORM FOR SCORING EFFICIENCY OF TEXTBOOKS

Preface and suggestions for use of book.  
Appendix.

b. By content of book suggesting supplementary material growing out of the interests of community life.

#### Properly Graded.

Textbooks should be graded with reference to the attainment of the child and his capacity for progress.

#### Mechanical Make-Up.

Under this head should be considered:

- Conservation of eyesight.  
Type, size and kind.  
Length of line.  
Paper, glazing and finish.
- Ethical effect.  
Arrangement of page.  
Margin.  
Placing of illustrations.  
Binding and general workmanship.
- Convenience as to use.  
Size and proportions.  
Durability.

#### BUSY SUPERINTENDENTS.

—The College of Education of the Ohio State University was the gathering place for a conference of Ohio educators on April 7th and 8th. The conference was held in response to a long felt need for a conference similar in scope and importance to existing conferences which have been held for many years in neighboring states.

At the conference, considerable attention was given to the fundamental elements of learning and teaching, to the training of teachers for service and in service.

Round-table discussions took up the subjects of educational and mental tests, application of tests to schoolroom problems, school administration, junior high school, supervision and methods of teaching and graduate work in education.

The speakers were President W. O. Thompson, Dr. S. S. Colvin, dean of the School of Education, Brown University, Dr. G. F. Arps, dean of the College of Education, Ohio State University, and Dr. J. G. Collicott, superintendent of the Columbus schools.

—Supt. George F. Hall of Cliffside Park, N. J., upon taking up his duties as head of the local school system, addressed a communication to his teachers and principals, in which he asked their cooperation and help in working out a constructive school program. The letter contained ten questions which he asked each individual to answer according to his own individual judgment. The questions read as follows:





# MEDART

## STEEL LOCKERS

The economy of Medart Steel Lockers lies in the long years of useful service which they give.

You get this long service first because Medart Steel Lockers are made throughout of selected materials, and second, because they are built by workmen whose skill in locker construction is of the highest order. Selected materials and quality workmanship are the things that make value and service. Also, Medart prices are consistently low—figured

either per locker or per year of service.

On account of a well arranged production schedule, all Medart Lockers are shipped promptly—exactly when promised—without aggravating delays.

Our Engineering Service is at your disposal in planning the most economical locker arrangement. This service is gratis and places you under no obligation. Write, stating your needs—we will promptly send helpful literature and data.

### Twelve Points of Superiority

**10. Ventilation.** Louvred or perforated doors are standard on all Medart equipment. Louvred doors are practically dust proof, while perforated doors are preferable if greater ventilation is desired.

**11. Shelves.** Shelves are of sheet steel with flanged front, strongly bolted to locker sides and richly enameled to match balance of the locker. Extends full depth of the locker frame.

**12. Brass Plated Hangers.** Medart Coat Hangers are brass-plated—not painted. Cannot rust, will never stain garments and always remain, bright, clean and sanitary.

The other nine points are published in current advertisements. Send for interesting book picturing all twelve points in detail.

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Potomac and DeKalb Sts.

St. Louis, Mo.

New York—52 Vanderbilt Ave.  
San Francisco—Rialto Bldg.

76

1. How can I be of the most service to (a) the teachers? (b) the pupils? (c) the community?
2. What are the needs of, (a) your school? (b) your grade or subject? (c) the community?
3. How can these needs be supplied?
4. Will the supplying of them create additional expense? If so, about how much?
5. How will the supplying of these affect, (a) your work? (b) the work of others? (c) the children? (d) the community?
6. When should your recommendations take effect?
7. What is the most outstanding educational problem of, (a) the schools? (b) the community?
8. What steps have been taken to solve these problems?
9. What should be the next step in each case?
10. What is the great aim of, (a) your school? (b) your grade or subject?

—Sioux City, Ia. A new plan for the promotion of teachers and for the regulation of salaries has been proposed by Supt. M. G. Clark. The plan calls for the rating of teachers, the ratings to be used as the basis for reappointment to the service.

—Lawrence, Kans. The superintendent of schools has proposed a new salary schedule, to be based on qualifications, length of service and teaching ability. In preparing the schedule, the results of the investigation of the educational council will be taken into consideration.

The council in its report recommended a minimum salary of \$1,000 and a maximum of \$1,850, with bonuses for teachers with two years additional training beyond the high school, the increase to be thru length of service for a period of thirteen years. For four years' training above the high school, salaries ranging from \$1,200 to \$2,500 are recommended.

—North Attleboro, Mass. The superintendent has made some definite recommendations relative to teachers' salaries. The superintendent recommends a maximum of \$1,300 for teachers of grades one to six, \$1,400 for junior high school teachers, and \$1,600 for senior high school instructors. It is recommended that an additional

\$100 be given for a period of three years, to teachers who have reached the maximum, and who have completed approved work in a summer school.

—The Vermont senate has passed a bill providing for a state teachers' college to be conducted for the preparation of teachers of the state. The bill carries an appropriation of \$200,000 and is in line with efforts made last summer to establish such an institution.

—Woonsocket, R. I. The board has granted a request of the teachers that the maximum salary for grade instructors be \$200 per year and that of high school teachers \$300 per year.

—Supt. F. V. Thompson of Boston, speaking before the legislative committee on education, opposed a bill providing that Boston teachers shall receive equal pay for the same kind and grade of service irrespective of sex. It was pointed out that should the legislature be disposed to pass such a bill, that three amendments should be made in the direction of unity of effort and greater efficiency. The amendments are: (1) To make the bill apply to all cities and towns in the state; (2) to increase the tax rate from 27 to 30 cents per \$100 to provide funds for meeting additional expenses, and the usual referendum on all such bills to the mayor, the school committee and the city council.

—Chambersburg, Pa. The school board in disposing of a complaint relative to the whipping of a pupil, has reprimanded the teacher for exercising "poor judgment in the control of the school." The board admitted that its policy was to uphold a teacher in the necessary methods for maintaining discipline but the use of a hose for such purpose was considered highly unfit, and made the teacher subject to reprimand.

—The State Board of Education of Connecticut has included in its improvement program a plan for retaining and improving the standard of teachers in the state. It is pointed out that a crisis has been reached in education and that teachers must be offered greater inducements in the way of salaries, pensions and other things, if the present standard of teaching is to be maintained, much less improved.

Under the present law, each individual school board establishes its own standards of teaching so that there are now 168 different standards, one for each town in the state. The new plan aims to formulate a standard which shall be the minimum for all towns.

It is also proposed to offer those who wish to take up teaching, an allowance of \$300 annually toward their expenses of attending a state normal training school. Such persons must agree to return to their own towns to teach for at least three years. This would tend to bring better teachers into the small towns of the state.

—An appropriation of \$1,500,000 has been asked for the enlargement of the New Britain Normal School and for the erection of dormitories. It is proposed to have this school open all the year round in order that teachers may take a summer course when public schools are closed. The plan meets a recognized need on the part of teachers and gives added returns in the way of better teaching methods.

—Mr. E. E. Dodd, formerly principal of the high school at Springfield, Mo., in a public statement, charges that unequal salaries have been paid by the school board. Mr. Dodd declares that an official of the board has received a salary increase as large as the combined increase given eight ward principals. The salary of the school board official was increased \$1,200 for this year while the salary of the average grade teacher was increased less than one-tenth of this amount.

Mr. Dodd concludes with the statement that "It is doubtful if there is another board in the country which has so cheapened and degraded both its teachers and the occupation of teaching by discrimination against teachers. I have data to show that other school boards place a much higher estimate on teachers as compared with other employees than the Springfield board does."

—The Wisconsin City School Board Association has appointed a committee to prepare a contract form which will compel an applicant for a position to state whether he or she is at the time under contract. The contract is intended to eliminate contract breaking among teachers.

# Palmer's MULTI-SERVICE PRODUCTS

## B-U-Y N-O-W

Spells Economy—Schools can not do without supplies. If all schools "put off buying" until late Spring or early Fall they will not get their supplies when needed, and will pay more because "supply and demand" has caused prices to soar in the past four years and will do so in the future. Orders placed now have protection against a decline as well as an advance. A good buyer **BUYS NOW.**

### SPECIAL FEATURES OF OUR MULTI-SERVICE PRODUCTS

**SOAP DISPENSOR**—glass or solid aluminum globes—a lock that locks with a key, non-leaking, non-flowing valve—not a cheap, worthless dispenser but a multi-service product.

**BRUSHES**—furnished with either our patented flexible or rigid handle. No wooden threads to wear out, instantly reversible to either side or end—light blocks filled with multi-service mixtures. One handle can be used for many brushes.

**PAPER FIXTURES**—So constructed that waste is eliminated. When taking a sheet the roll revolves—one turn—stops—and paper is automatically torn off roll—then returns to position for another operation. Either for towels or toilet paper. Roll can not be removed.

**ERASERS**—Best quality of felt. Patented construction prevents spreading, yet unlike a tape bound eraser. The felts are open, soft, and pliable, permitting of a satisfactory erasing surface.

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Scouring Powders  
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Disinfectants—All Kinds  
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The proper regulation of temperature and moisture in the school room calls first for an accurate guide.

Many Schools and other Public Buildings are equipped with

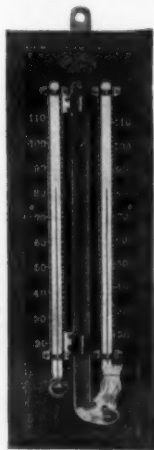
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AND  
HYGROMETERS



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1410



Hygrometer



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BE ACCURATE.

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TROY, N. Y., U. S. A.

## The Hero System



of heating and ventilating is designed and built for rural schools exclusively.

It will withstand the rough usage given it and should last a life time.

### The Hero School Heater

is not a stove—but a special type of heating plant which circulates warmed fresh air for the children to breathe and removes the foul air from the room. Complies with the State Laws.

Write for booklet on heating and ventilating

## HeroFurnaceCompany

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Members of School Boards, Principals, Teachers, etc., who are considering installation of equipment for Physics, Chemistry, Zoology, Domestic Science or Art, Manual Training, Electricity or Physiography should investigate carefully the advantages offered in

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The best evidence of its greater worth is the fact that Kewaunee Equipment is so highly regarded and so extensively used by the leading Schools and Colleges of America.



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which is furnished with two Abernathy Rapid Acting Vises, and can be had with six drawers, four drawers, two drawers, or without drawers.

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MUSKEGON, MICHIGAN



DOMESTIC SCIENCE TABLE No. 402

## Labor Saving Machinery in School Administration

RECORDS of many kinds are maintained by every school. They are as necessary as chalk and blackboard. The degree of completeness and accuracy with which these records are kept, without cumbersome and costly "red tape," bears directly on the efficiency of the school management.

# INDEX VISIBLE

## Card Record Systems

invented by Professor Irving Fisher of Yale University, have been proved the fastest, most compact, most flexible, and most economical means of maintaining enrollment records, attendance records, individual curriculum schedules, instructors' program

cards, office summaries of scholars' standing, etc.

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## INDEX VISIBLE, INC., New Haven, Conn.

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Washington, Pittsburgh



### CAPT. FORD SUCCEEDS DR. SHAWKEY.

Capt. George M. Ford, on March 4th, succeeded M. P. Shawkey as State Superintendent of Schools in West Virginia. Capt. Ford is a schoolman of long and successful experience, having served as city superintendent, and as teacher and principal of one of the state normal schools. Prior to his election as head of the state schools, Capt. Ford had been superintendent of schools at Dunbar. He was in service in the army on the Mexican border and in France.

Mr. Shawkey has completed twelve consecutive years of service for the schools of the state and has rendered excellent work. It is believed that he will continue in educational work.

### MRS. BRADFORD RETIRES.

Mrs. Mary D. Bradford, for the past ten years superintendent of schools at Kenosha, Wis., has announced her resignation, to take effect with the close of the school year. Mrs. Bradford will make her home with her son at Wilmington, Del.

Mrs. Bradford received her education in the schools of Kenosha and in the Oshkosh Normal School. She had pursued special work at the University of Wisconsin, University of Chicago, Clark University, University of Nebraska and Columbia University. She had taught in the graded and high schools of Kenosha, had served as supervisor of practice teaching at Stevens Point Normal, as teacher of primary methods at Stout Institute and as principal of the practice school at Whitewater Normal School. For the last ten years she had been head of the Kenosha schools where she had done some remarkable work in organizing and administering the schools and in creating better conditions for the teachers and pupils.

Mr. G. F. Loomis, formerly superintendent of schools at Waukesha, Wis., has been elected to succeed Mrs. Bradford at Kenosha. Mr. Loomis enters upon his duties as superintendent on July first.

Mr. Loomis is a graduate of the East Troy high school, Beloit Academy and College. He has pursued special studies at Beloit College, where he received degrees in 1896 and again in 1901. For two years he was principal of Toulon Academy, Toulon, Ill., for eight years head of the Waupun schools, for two years head of the Oconto schools and also eight years at Waukesha. Mr. Loomis has served a term as president of the State Teachers' Association and has also acted as treasurer of the Association.

### SUPT. MEEK TO TOLEDO.

Mr. Charles S. Meek, superintendent of schools of Madison, Wis., on March 5th, was elected superintendent of schools at Toledo, O., to succeed Mr. Wm. B. Guitteau. Mr. Meek will take up his new duties at the end of the present semester in June. Mr. Meek was selected from a list of 44 applicants, and in the final elimination process was one of two to be seriously considered.

Mr. Meek was born at Spencer, Ind., and obtained his professional education at the University of Indiana and his degree at Columbia University.

Mr. Meek was unusually successful in developing the school system at Boise, Idaho, and was active for some time as president of the Idaho Teachers' Association.

—Mr. L. T. Simley of Rugby, N. D., has been unanimously elected superintendent of schools at Thief River Falls, Minn.

—Mr. Frank L. Crone, of Kendallville, Ind., has been appointed director of public instruction for Peru, South America. Mr. Crone is a graduate of Indiana University and was formerly a teacher and a director of education for the Philippine Islands.

—Mr. F. H. Wheatley has been reelected division superintendent at Danville, Va.

—Supt. Henry S. West of Baltimore, Md., has been authorized to appoint an assistant superintendent.

—Mr. Carleton E. Douglass, assistant superintendent of schools at Erie, Pa., has been appointed to a similar position at Baltimore, Md. Mr. Douglas took up his new duties on April first. During the coming summer, Mr. Douglas plans to conduct courses for teachers and principals of the summer school of Johns Hopkins University.

—Supt. W. E. Miller of Knoxville, Tenn., has been reelected for the coming year at a salary of \$4,500.

—Supt. P. C. Zemer of Mt. Vernon, O., has resigned.

—Dr. Charles A. A. Miller has been named first assistant superintendent, and Dr. David E. Weglein, assistant in charge of secondary schools, at Baltimore, Md.

—Prof. Leon J. Russell, assistant director of rural education for the state of Pennsylvania, died suddenly near Towanda, Pa., on March 26th. Prof. Russell was 39 years old.

—Mr. N. A. Steadman has been elected superintendent of schools at Rockwood, Tenn.

—Supt. Wm. D. Fuller, of Portland, Me., has been reelected at a salary of \$6,000.

—Supt. Ralph W. Kerr of New England Special School District, New England, North Dakota, has accepted the Superintendency of the Bowman Public Schools, Bowman, North Dakota, on a three-year contract. The Bowman high school is a Vocational high school receiving federal aid under the provisions of the Smith-Hughes Law.

—Supt. H. L. Ballinger of Griswold, Ia., has been reelected for his sixth consecutive term.

—Supt. H. W. Chehock, of Perry, Ia., has been reelected for the coming school year.

—Mr. G. W. DeWolf, who has been engaged in postgraduate study at Harvard University for the past two years, has been elected superintendent of schools at Plattsmouth, Neb., for a two-year term. Mr. DeWolf filled the office of superintendent from 1917 to 1919 previous to entering the University.



SHAW-WALKER

## Office Records

Keep your attendance and scholarship records on Shaw-Walker Form 2A. Complete, concise and logical, this form gives you maximum information with minimum effort. Admirably adapted for use in connection with your present record system, whatever it may be.

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Form 2A is but one of Shaw-Walker's complete line of school records approved by the N. E. A. Use them collectively as a complete system, or individually with any system. Modern, efficient, practical. Thousands of American schools are using them today with satisfactory results.

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SHAW-WALKER

MUSKEGON, MICH.

—President Bailey of the University of Vermont has engaged Mr. John J. Cornwell, Governor of West Virginia, as the speaker for the commencement exercises to be held on June 20th.

—Dr. Guy Potter Benton, of the University of Vermont, has been elected President of the University of the Philippines, at a salary of \$15,000.

—Supt. P. M. Tyler of Chesterfield, Va., has been reelected.

—Mr. Joseph B. Saunders, principal of the Binford Junior High School of Richmond, Va., has been elected superintendent of schools at Newport News.

—Mr. J. R. Overturf of Beaver City, Kans., has been elected superintendent of schools at College View.

—George H. Rogers, supervising principal of schools at Haddon Heights, N. J., has resigned.

—Miss Anna Willson, formerly principal of the high school at Crawfordsville, Ind., has been elected superintendent of schools, to succeed Mr. L. T. Turpin, whose term expires on July first.

Miss Willson has a degree from Columbia University and is recognized as one of the state's foremost educators. She is a graduate of the Crawfordsville high school and of Purdue University. For the last year and a half, Miss Willson has been pursuing special work at Columbia.

—Mr. Ernest J. Black, superintendent of schools of Delaware County, has been elected city superintendent of schools at Peru.

—Supt. C. D. Gilbert of Ravenna, O., died on March 5th, as the result of an accident.

—Mr. S. H. Bohn, formerly city superintendent of schools at Centralia, Ill., died on March 4th, following a nervous breakdown. Mr. Bohn was 50 years old.

—Dr. Fred Gowing, principal of the Girls' High School of Philadelphia, died suddenly on March 21st, following an attack of heart failure.

Dr. Gowing was born in Medford, Mass., and was educated in the schools of that city. He attended Tufts College where he received the degree of Bachelor of Arts. Dr. Gowing's teaching experience was obtained at Barrington, Vt., at Wilmington, Mass., Haverhill, Mass., and Nashua, N. H. In 1893 he was elected state superinten-

dent of schools for New Hampshire, in which position he first came into prominence.

In 1899 he was chosen to organize the State Normal School for Rhode Island and was its principal until 1903, when he resigned to enter the employ of D. C. Heath & Company as its textbook representative.

In 1906 he came to Philadelphia as a representative of a publishing house. He was early sought for the Philadelphia schools and was nominated for the girls' high school. He failed of election at this time but in March, 1917, was again nominated and elected to the principalship of the school. Dr. Gowing was nominated for the position of superintendent at the recent election for filling the vacancy in the position.

—Supt. J. H. Morgan of Eagle Lake, Tex., has been reelected for a term of two years.

—Supt. J. R. McAnelly of Spencer, Ia., has been reelected for the coming year.

—Dr. A. R. Spaid, commissioner of education for Delaware, has resigned from the position after a service of four years. Dr. Spaid has given a service of 23 years to the schools of the state and has been closely identified with the friends of education in their efforts to give the children equal educational opportunities as far as possible.

—Supt. Peter Oleson of Cloquet, Minn., has been reelected for a thirteenth consecutive term.

—Mr. Frank Young, superintendent of schools at Richwood, O., died on March 18th following a nervous breakdown.

—Mr. J. H. Harris of Dubuque, Ia., has accepted the superintendency at Pontiac, Mich.

—Mr. Wm. McK. Vance, superintendent of Schools at Delaware, O., died on March 29th, at the age of 65. Supt. Vance was well known throughout the state of Ohio. He was a former president of the Ohio State Teachers' Association and of the State Reading Circle. During the past five years he had been a member of the state board of examiners.

—Mr. Wm. F. Shirley has been elected superintendent of schools at Marshalltown, Ia., to succeed Mr. Aaron Palmer resigned. Mr. Shirley will enter upon his duties on July first.

—Mr. Albert G. Belding, first assistant teacher in the New York City high schools, has recently been assigned to the office of Associate Supt. C. E. Meleney, to supervise the commercial work in the high schools. Mr. Belding has been given charge of the work of coordinating the course offered in this department.

—Mr. Nelson T. Whitehill, of White River Junction, Vt., for several years superintendent of schools at Hartford, has resigned, the same to take effect on July first.

—Mr. Matthew S. McCurdy, head of the department of mathematics at Phillips Andover Academy, died on February 16th, at the age of 71. He was a graduate of Dartmouth College, class of 1873 and was the oldest member of the faculty at the Academy.

—Mr. O. A. Morton has been appointed superintendent of schools for the Charlemont-Hawley-Heath-Rowe (Mass.) district. He succeeds Mr. F. P. Davison who has gone to Shelburn Falls.

—Mr. Wesley E. Nims, of Orange, Mass., has been elected a member of the school committee of the town.

—Mr. John G. Rossman, of Stuttgart, Ark., has accepted the superintendency at North Little Rock. Mr. Rossman received the unanimous vote of the board members and it is expected that his administration will be successful in bringing order out of the chaos in which the schools have been plunged.

—David B. Locke, for the past 15 years superintendent of schools at Rutland, Vermont, closes his services as superintendent on July 1. Previous to accepting the position in Rutland he served 13 years as superintendent in Winchester, Mass.

### DR. SNYDER TO HEAD JERSEY SCHOOLS.

Dr. Henry Snyder, superintendent of schools in Jersey City for the past 29 years, has been nominated by Governor Edwards as State Commissioner of Education in New Jersey. Dr. Snyder is a graduate of Lafayette College, from which he received the degree of D. Sc. in 1907. He has been superintendent at Jersey City since 1892.



## CHAPTER VII.

Have you read the previous chapters in the preceding numbers of this Journal?

LOOK FOR THE TRADE MARK.

## WE ARE PLEASED TO ANNOUNCE

to the readers of the American School Board Journal and to all users of scientific apparatus and instruments in general that we have recently secured the services of

**DR. PAUL E. KLOPSTEG,**

who has already entered upon his duties as Technical Supervisor of Development and Manufacturing.

While a student at the University of Minnesota, from which he received his Ph. D. degree in 1916, Dr. Klopsteg devoted particular attention to the study of electrical measuring instruments. He served on the instructional staff of that institution for several years as assistant in the departments of Electrical Engineering and Physics, and was later promoted to the rank of Assistant Professor of Physics. In 1917 he entered the Government service, spending a year as Electrical Engineer in the Ordnance Department, during which time he aided in the development of the Aberdeen Chronograph for the measurement of projectile velocities. In the fall of 1918, as a result of his work upon this instrument, Dr. Klopsteg became identified with Leeds and Northrup, who had undertaken its manufacture. Later his activities were centered in the Sales and Advertising Department, where he has been largely responsible for the collection and preparation of technical and scientific information upon instruments and methods.

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time to the personnel of the organization men who were thoroughly familiar with this field and who could be trusted to intelligently guide our efforts. When the demands led us later into the field of College Physics and of Industrial and Engineering Chemistry, further additions were made to the organization so that we might be equipped to render intelligent and accurate service to users of apparatus in these fields.

The European War having cut us off from former sources of supply, our Manufacturing Department was called upon to develop almost at once the manufacture of numerous physical and chemical instruments for which there was most urgent demand. Again additions were made to both engineering and manufacturing divisions of men whose training would enable us quickly and accurately to develop these instruments.

With the coördination of the technical efforts of these various groups under the supervision of Dr. Klopsteg we believe that we are in a position to render a service to users of scientific apparatus which will justify our ambition to make the name "Cenco" stand always and only for that which is best. As we have always been ready in the past to place upon our apparatus a guarantee of complete satisfaction, backed up in case of doubt by immediate replacement or full credit, we now repeat this guarantee with the additional promise that whether it be a simple piece of high school physical apparatus, a piece of chemical glassware, an ordinary quantitative laboratory device, or a precise measuring instrument, the name CENCO upon it will stand as evidence that the need which it serves has been CAREFULLY ANALYZED, the piece has been SCIENTIFICALLY DESIGNED to meet this need, has been CAREFULLY MADE of the PROPER MATERIALS to fulfill its purpose and has met the most RIGID TEST OF ITS FITNESS when completed. This is our promise.

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## Teachers' Salaries

### NEW SCHEDULE FOR DULUTH.

—The Board of Education has adopted the following schedule of salaries for teachers upon recommendation of the Superintendent of Schools and of the Committee on Schools:

I. That the minimum salaries shall be on the basis of credentials and not on the basis of school assignment.

II. That the schedule be as follows:

	Minimum	Maximum	
		Regular	Highest 7%
Two year graduates...	\$1100-1200	\$1800	\$1875
Three year college...	1200	1875	1950
Four year graduates...	1400	2400	2475
H. S. Dept. Heads....	1500	2500	2575

It is understood that only such educational qualifications can be credited as can be fairly estimated to fit the teacher for the type of work that she is to do. In every case the extent, character and quality of education is subject to determination by the City Board of Education.

III. Graduates of the two year course may receive annual advances for teaching experience up to and including the third year after graduation. Thereafter such person shall receive an annual advance only when she shall have pursued the requisite amount of summer school work at an approved institution, at least every third summer. College graduates may receive annual advances for teaching experience up to and including the fourth year after graduation. Thereafter such person shall receive an annual advance only when she shall have pursued the requisite amount of summer school work at an approved institution, at least every fourth sum-

mer. The above annual advances shall apply only up to the maximum salaries.

The Board of Education shall be the judge of the amount of credit which any individual may be granted by university extension or similar work in lieu of summer school attendance, provided that correspondence courses shall not be credited, and provided further that no credit for advance shall be given until the amount of work equivalent to the standard summer session work shall be completed.

IV. The annual advance which any teacher may receive in salary shall be determined according to the following plan:

(a) Teachers shall be divided into two groups. One group shall be those teaching below the junior high school. The other group shall be those teaching in the junior and senior high schools.

(b) In each group those teachers falling in the 7% who are by the combined rating given each teacher, judged to be the poorest 7% of that group shall receive no annual advance.

(c) In each group those teachers falling in the 7% who are by the combined rating given each teacher, judged to be the best 7% of that group shall receive an annual advance of \$125 each.

(d) The 86% of the teachers remaining in each group shall be granted an annual advance of \$75 each.

(e) No advances shall be granted to any teacher included in any of the above groups until she fulfills the requirements with regard to summer school attendance.

(f) Any teacher falling in the highest 7% of either group and who is already receiving the maximum may receive one annual advance of \$75 above the maximum.

(g) Any teacher now in the staff receiving \$1650 or more may not receive an annual advance unless she has attended a summer session within the past three years and has not already received an advance because of such attendance, provided an advance may be granted to such teacher for next year, if she meets the requirements for summer school attendance during the summer of 1921.

The board has expressed its approval of the following statement by the Committee on Schools:

The first matter of consideration in the employment of an individual is to secure the highest possible quality of service. After this consideration we believe that preference of employment should be given to unmarried women, second choice to married women supporting themselves or themselves and dependents, and last choice to married women who are not obliged to contribute to the support of themselves or their families.

### TEACHERS' SALARIES IN MAINE, 1920-21.

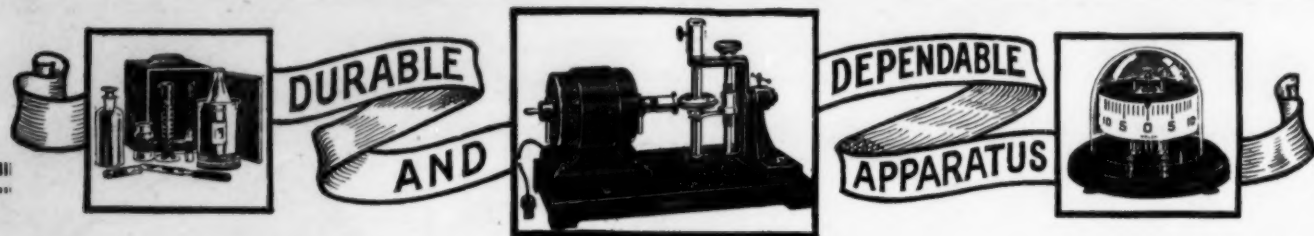
That there will be no slipping back of teachers' salaries is the prediction of the State Education Department of Maine. It is pointed out that salaries were so low in the beginning that teachers could not render the high grade service the people really wanted. Few teachers could improve themselves in their work by summer school attendance and by the purchase of sufficient books and magazines to keep in the progressive march, nor could they support themselves as they should.

Again, it is pointed out that in all instances, merit should govern the granting of increases. Training and successful experience should be the basis for salary adjustment. There are some fairly good salaries paid in the state but the general level is low as is seen by consulting the table which was compiled from returns for the year 1920 and which applies to teachers below the high school.

Note.—In giving the wage zones round numbers are used. The last figure is not included, that is, 268 teachers are receiving from \$300 to \$400 means more than \$299 but less than \$400.

268	teachers receiving from	\$ 300 to \$ 400
671	"	" 400 to 500
749	"	" 500 to 600
633	"	" 600 to 700
604	"	" 700 to 800
391	"	" 800 to 900
479	"	" 900 to 1000
258	"	" 1000 to 1100
229	"	" 1100 to 1200





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2	"	"	"	1600 to 1700
2	"	"	"	1700 to 1800
19	"	"	"	1800 up

The total number of teachers given above is 4,428. The minimum salary paid is \$300 and the average is \$703. The Cumberland County teachers are the best paid and they receive an average of \$882. It will be observed that the largest number of teachers receiving any one figure is the 749 who receive between \$500 and \$600.

### TEACHERS AND ADMINISTRATION.

—The "Platte line" school boards which have organized a South Dakota District Association, at a recent meeting decided to reduce the salaries of all teachers during the coming year to at least the 1919 level. The reduction means that salaries will be about one-fourth less than the 1920 contracts.

—Supt. E. C. Broome, of Philadelphia, upon taking charge of the school system, recommended a policy of giving teachers as much initiative as they can carry. Mr. Broome asks that all teachers who do not believe in democratic principles and institutions based thereon, resign. The others, he urges to remain with the profession.

A proposal to establish a national "teachers' day" when the nation may honor the work of the teachers has not been approved by the city and school officials at Haverhill, Mass. The teachers have expressed themselves as satisfied in doing the work required of them, without thought of recognition or praise.

—A study of the status of men teachers in the schools of Hartford, Conn., for the period from 1910 to 1921, seems to indicate that except for the position of principal and director of special work, the male teacher will soon be unknown in the grade schools. On the other hand, it is evident that the percentage of male teachers in high school is holding its own because the work and the salary are sufficiently attractive to hold them. The high school work appeals to them as supply-

ing more or less of the academic atmosphere that educated men feel must surround them in their work.

In the grade schools, it is pointed out, the male teacher has decreased by two per cent in number since 1910. The percentage in 1910 was six per cent male teachers in a total of 400, whereas it was 47 per cent of a total of 703 teachers in 1920. Of the 33 male teachers now engaged in the grade school, twenty are doing special work and are not teaching grades as such. They fill such positions as music teacher, manual training instructor, gymnasium teacher and special penmanship instructor.

In the high school, the male teacher has held his own rather better and has lost but one per cent in the total proportion of the teaching staff. In 1910 the male contingent constituted 38 per cent of the teaching staff which was reduced to 37 per cent in 1920. In 1910 there were a total of 61 teachers including 24 men and at present there are 132 teachers with 49 male teachers among the number.

It is pointed out that in manual training classes, men will probably continue to prove useful, if not indispensable, for the handling of implements and machines. Female teachers were engaged for this purpose but the experiment did not prove a success and men were again employed.

Much the same advantage seems to belong to men in gymnastics. It is found that by reason of men's physical makeup they meet the qualifications for gymnasium teachers better than do women. Still there is considerable competition in this field.

—The Appellate Court of Illinois, in a recent decision, has established a precedent in holding that a teacher whose school is closed by order of the state board of health, is entitled to salary for the time the school is closed. The opinion was given to settle a suit brought by Miss Gladys Phelps against the trustees of a school in Wayne County. The school had been closed for two months during an epidemic and the teacher brought suit for two months' salary.

—More than a thousand school teachers of Illinois have retired under the provisions of the state teachers' pension and retirement law, since the fund was created six years ago, according to R. O. Clarinda, of the teachers' pension department. Of the number of retiring teachers, 949 retired on a full annuity of \$400 a year, while 92 who retired on disability, received annuity based on the number of years they had served as teachers. Sixty-two of the teachers who retired have died.

—Governor Sprout of Pennsylvania has approved the general deficiency bill carrying \$3,216,110 and the funds are to become immediately available for the payment of bills, more than \$1,100,000 alone being for the teachers' retirement system.

—Morgantown, W. Va. The board has ruled that teachers who dance will not be re-employed next year. The board is of the opinion that teachers who attend dances will be inclined to neglect their school work.

—Mr. O. L. Cross, superintendent of schools in Macon County, Mo., is confident that there will be plenty of teachers for the schools next year. Boards are willing to pay the proper salaries, conditions are greatly improved for teaching and the applicants will be greater in number. He points out that board in the country is moderate and that teachers should be able to save something when they receive as high as \$100 a month.

—New forms for teachers' contracts, embodying the statutory provisions of the contract law, have been prepared by the Indiana Education Department for the use of school officials in employing teachers for the next year.

Many radical changes from the old contracts have been included in the new forms and the most important feature is the provision providing for the cancellation of the agreement after fifteen days' written notice by the teacher or the school.

—The Iowa house has passed the Clarke bill providing for a system of pensions and annuities for school teachers in cities of over 40,000 population.

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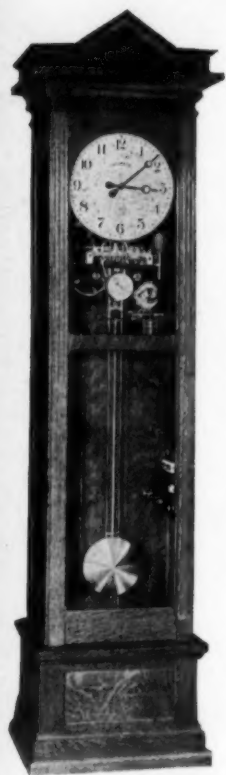
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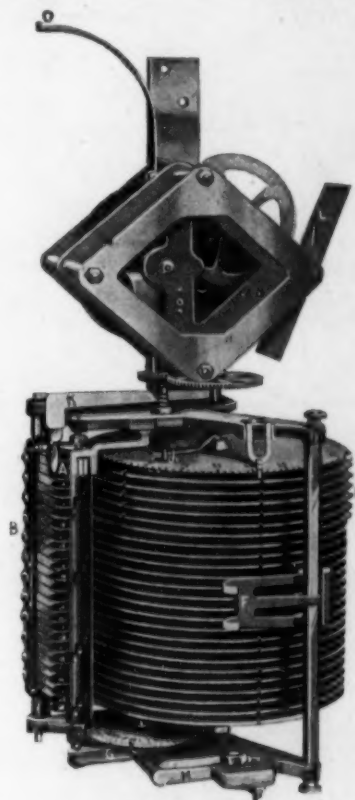
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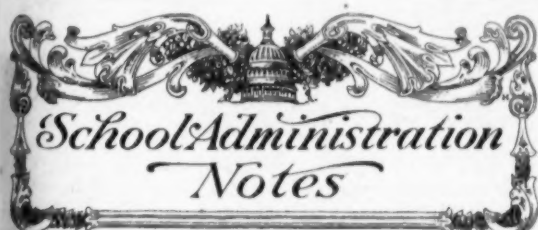
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## Will Reopen Summer School.

—The school board at Rocky Ford, Colo., has announced the reopening of the summer school which was so successfully conducted last year. The school will open on June 6th and will continue in session for a period of nine weeks. The purpose of the school is not to afford a means of making up credits alone, but is an opportunity for the student to take it as a part of the year's work as a means of advancement.

It is the firm conviction of the teachers and students that it is far better to be comfortable in school, than to spend time trying to avoid heat. The rooms are pleasant, the spirit of the school is right, and the opportunity for individual instruction helps many children to self-confidence that cannot be obtained in the regular school with the large enrollment.

Of the 274 grade children enrolled, 103 made up conditions which needed to be met to prevent repeating a grade. Of this number, 90 per cent are in school at the present time and 74 per cent are to be promoted.

Of the 153 students who entered to strengthen a weak subject, 129 are still in the district and 94 per cent will be promoted.

Seventeen children who were regularly promoted last spring have taken advanced work. Of these, all but one made high standings and will be promoted with high marks.

It is estimated that over \$5,000 has been saved to the district by the summer school.

## SCHOOL ADMINISTRATION NOTES

—Harrisburg, Pa. To guard against accidents to children, the superintendent of buildings has ordered that janitors assume the duties of traffic officer in the vicinity of school buildings. The

janitors are required to take their places along the sidewalk during recess, and at other times of the day when the children are coming to or returning from school.

—A bill reported favorably out of a special committee, proposes that the working age of Massachusetts children shall be raised from 14 to 15 years. The passage of the bill will raise the compulsory age to 15 years, and will eventually raise the continuation school age to 17 years.

—Chicago, Ill. A new system of traffic regulation, involving the use of schoolboy "traffic cops" has been inaugurated in the vicinity of schools to guard children from accident. Under the plan, older pupils are to be given charge of the traffic and the escort of younger children, on their way to and from school. The new plan is expected to materially reduce the number of accidents to school children.

—The Dawson bill introduced in the Pennsylvania House recently, provides for the creation of a state council of education, composed of nine members. Under the bill, the members are to serve without compensation. The council is to replace the present state board of education.

—The Nebraska legislature has passed a bill forbidding the teaching of any foreign language in the grade schools. The bill goes to the governor for signature.

—A system of student control and government has been put into operation in the Broadway High School, at Seattle, Wash. The student body has been organized into a republic with a system of representation and organization similar to that of the national government.

The constitution which has been adopted by the school has the following statement of purposes: To promote the welfare of the school, to arouse a spirit of loyalty and cooperation among the students, and to bring about a unity of spirit and cooperation among the several organizations.

—The Stamford County Line Independent School District of Texas has been created under a law passed on March 11th. The new district which embraces approximately eighty sections of land in two counties, includes one independent school district and four common school districts. It is planned to maintain common schools in the

rural districts and to transport high school students to a central high school plant.

—A special committee of the board of education of Minneapolis has suggested that a bureau of research be organized within the educational department. The purpose of the bureau is to indicate how much the board may attempt and how far it may go in carrying out educational measures.

—A school enumeration of the state of Connecticut for 1920 shows 345,595 children of school age between the ages of 4 and 16 years, or an increase of 13,069 over 1919. Hartford leads the state with an increase of 1,571 over 1919, and Bridgeport is second with 1,293. Hartford County leads the counties with 28 out of 29 counties showing gains in population and New Haven is second.

—If Henry J. Ryan of Boston, chairman of the Americanization committee of the American Legion, will furnish the State Board of Education the names of alleged disloyal teachers in the public schools of California, together with proofs of their disloyalty, their licenses to teach will be revoked.

So says Will C. Wood, state superintendent of public instruction, who sent a telegram to Ryan, adding that the licenses of two California school teachers have been revoked in the last three years.

—The New York State Assembly has passed a bill requiring that every teacher in the state shall take an oath of loyalty to the flag and to the national and state constitutions, before he or she may be appointed to a teaching position.

—Statistics compiled by the State Board of Education of Connecticut show that the medium salary of women teachers in elementary schools is \$1,300 to \$1,399 a year, and that for high school teachers is from \$1,709 to \$1,799 a year. The data was obtained from replies to a questionnaire addressed to 59 large towns and cities of the state.

The replies also indicate that there is a striking difference in the salaries paid to men who are principals in high and in elementary schools, and those paid to women who hold similar positions. The medium salary received by men prin-



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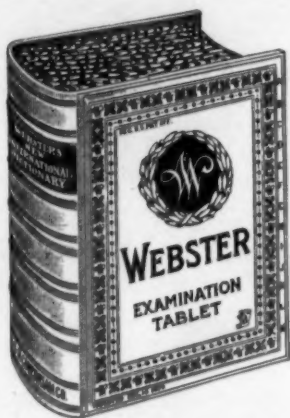
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cipals of high schools is \$2,500 to \$2,999 and for women \$1,600 to \$1,799. Men principals of elementary schools are paid from \$2,200 to \$2,399 and women elementary principals from \$1,700 to \$1,799.

Women teachers in elementary schools receive a yearly salary of less than \$800. Only one male teacher receives less than \$1,000, but there are 174 women teachers in the same class. There are more teachers in the group receiving from \$1,200 to \$1,300 than in any other group, the total from the 59 towns reaching 636. Only twelve women teachers receive more than \$2,200 a year and no woman teacher receives as much as \$3,000. There are five male teachers receiving more than this amount, several male principals and one woman principal.

In the high schools, it is shown that ten women and two men teachers receive less than \$1,100 a year. Nine male teachers and 163 women teachers obtain less than \$1,500, and only six women teachers are paid more than \$2,299. There are sixteen male teachers in the high schools who receive \$3,000 or more.

—Hopkinton, Mass. The principal of the high school at Hopkinton has resigned and left the town because his salary two weeks overdue, had not been paid. The trouble began when the board's treasurer went to Florida on a vacation and it became necessary to send documents to him for signature. This led to a question as to whether he could legally conduct the business of the schools during such an extended absence. Another member refused to sign pay vouchers because he was not given the major portion of the documents to sign. The latter maintained that if he signed some of the documents, he should be given the entire lot.

—Jeffersonville, Ind. A new rating standard based on professional training, teaching experience and travel has been adopted for the entire teaching corps.

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of grade teachers and high school teachers are required to have full college diplomas unless they are assigned to a special department.

—A life job for superintendents of schools is provided in a bill introduced recently in the state legislature of Illinois. The bill authorizes boards of education to make such appointments and describes such superintendent as a person appointed by a board of education, and who shall have supervision and direction of all public schools within the district or districts by which such board or boards may be elected.

It also makes it mandatory on all boards to appoint a superintendent "who shall serve during good behavior," provided that in school districts, district high schools, township high schools or other districts embracing other public school districts, it shall be the duty of the board to appoint jointly a superintendent of public schools whose salary shall be paid by the districts so appointing. The bill fixes the educational requirements and prescribes the duties of the office.

—Wilmington, Del. The city schools will require \$1,000,000 for operating expenses this year, or about \$300,000 more than that of last year. The salary item alone will amount to \$792,000, as compared with \$120,000 last year.

—Chicago, Ill. The school board has adopted a budget of \$28,128,861, which is \$3,100,960 higher than last year. Added to this is a deficit of \$10,004,121 from last year. The appropriation is divided among five different items covering administration, instruction, operation, auxiliary and miscellaneous.

—Bridgeport, Conn. A recent investigation of the business affairs of the student bodies of the high school by the assistant secretary has revealed no irregularities in the handling of funds, according to a report issued by Mr. John B. Wynkoop, assistant secretary of the board.

The audit which is a complete review of every detail of each separate activity, shows that altho about \$40,000 is annually received and disbursed at the high school, there has been no misappropriation of funds.

In his report, Mr. Wynkoop makes several recommendations. He urges a reorganization to co-

ordinate the several activities under one head; a budget system; purchase and distribution of materials and equipment for the lunchroom to be made on a new plan; the underwriting of purchases of equipment; that the school coach be placed in charge of athletics and coach appointments, and that compensation be continued in charge of the board to avoid student politics.

—Lynn, Mass. A recent suggestion of the mayor asks that one large building be erected in a central location to replace three small outlying structures. It is pointed out that the minor disadvantages are more than offset by the advantages to be derived from the arrangement.

—Baltimore, Md. Dr. George D. Strayer of the Baltimore survey commission, has estimated that the city schools will require \$20,496,400 for building construction. The amount is based on an estimated increase of 28,000 in school population and a city population of 378,000 by 1930.

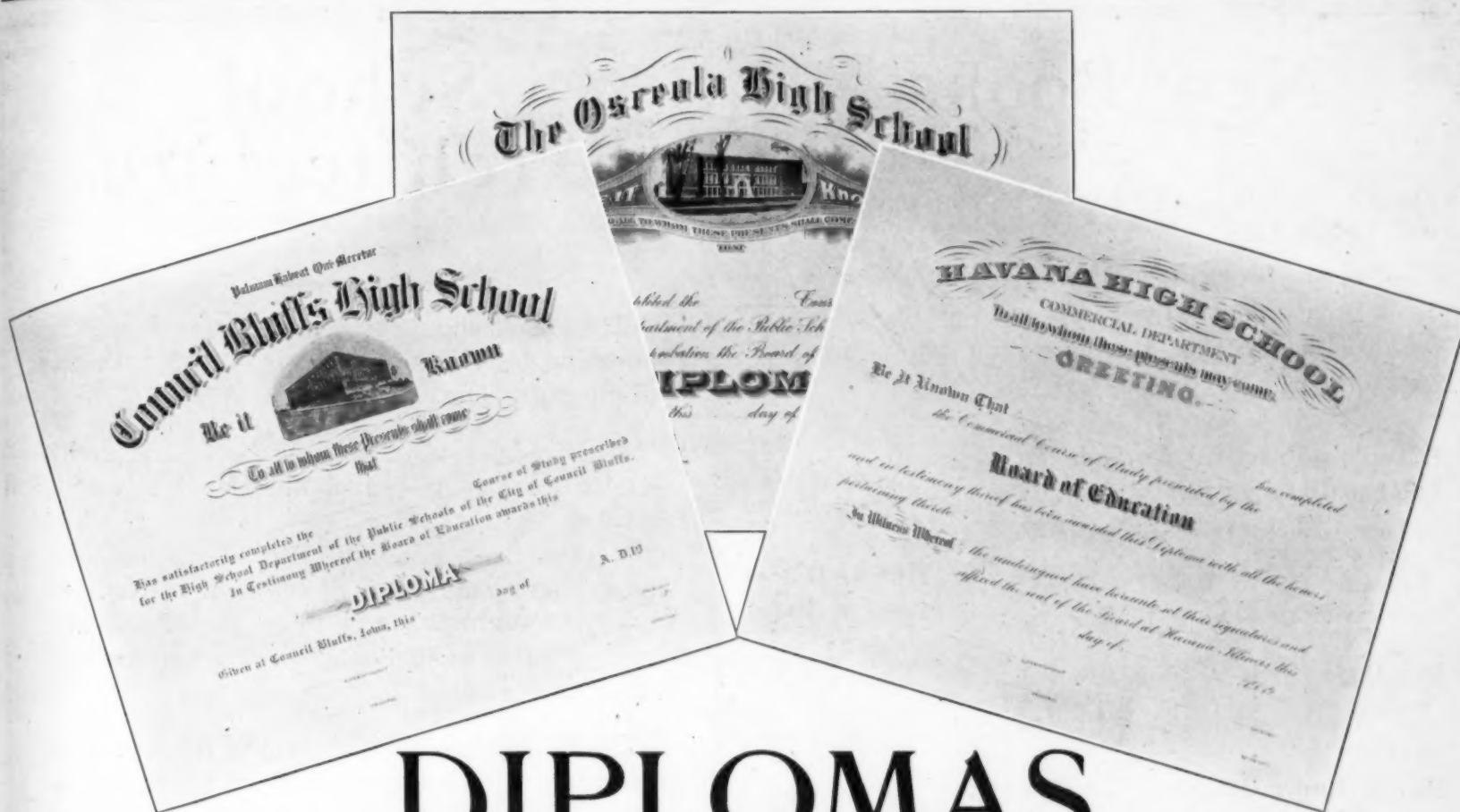
The distinct problem in Baltimore, according to Dr. Strayer, is that of providing for the average children. There are 1,589 in the elementary white schools who are too old for the grade, and there are 1,037 colored children three or more years over age for the grade.

The census which was taken by census districts, by school districts and from other aspects, took into consideration the growth of the business district, changes in population centers, and estimates of school population in 1940.

It is suggested that from ten to fifteen elementary schools be erected for grades one to six, and from five to six junior high schools. A combination junior and senior high school is planned for the fifteenth ward to be later converted into a coeducational institution. There should also be a junior high school in the colored section.

—The school board of Tulsa, Okla., has leased for a period of 99 years a portion of the school property upon which the abandoned high school building stands. The site will be replaced by a large skyscraper and the schools receive approximately \$1,992,000 in rent during the term of the lease, thus virtually endowing the school system.

The old building, which was abandoned in 1917 when the new high school was occupied, was turned into a ward school.



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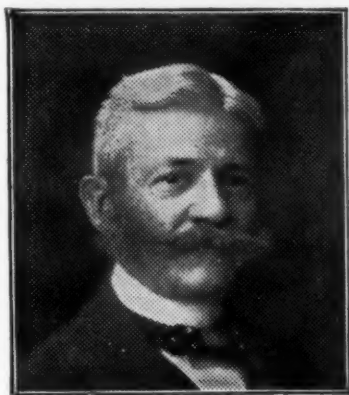
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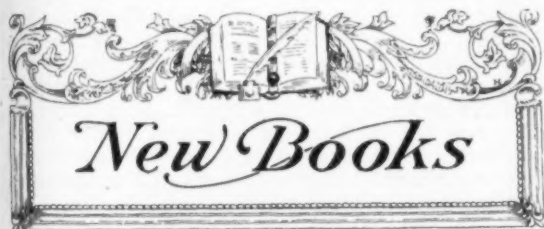


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### Agricultural Economics.

By James E. Boyle, Ph. D. Cloth, 448 pages,

illustrated. J. B. Lippincott Co., Philadelphia, Pa.

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### Commercial Engraving and Printing.

By Charles W. Hackleman. Cloth, octavo, 846 pages, illustrated. The Commercial Engraving Publishing Co., Indianapolis, Ind.

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By Georgia Alexander and edited by John Dewey. Intermediate Book. Cloth, 272 pages. Longmans, Green & Co., New York, Chicago.

This book is intended for the 4th, 5th and 6th grades and carries the student thru common fractions, to decimal fractions and simple mensuration. As a background for modifying the work, the author has introduced the social problems of buying, equipping and operating a farm, of operating a restaurant, a department store, etc. Frequent use is made in the book to topics of child interest, to play, to outings, to home occupations and to school and library activities. The problems thruout the book have been carefully tested to make standard accomplishment possible for the grades in which the book is used.

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### Principles and Methods of Teaching Arithmetic.

By James Robert Overman. Cloth, 340 pages. Lyons & Carnahan, Chicago, New York.

This book presents in very complete form educational ends to be sought in arithmetical work and the several methods of teaching which have been found successful. Just how the principles and the methods can be employed and adapted to the everyday work in the classroom under varying conditions is a third purpose of the book and is accomplished by a rich variety of illustrations, lesson plans and suggestions.

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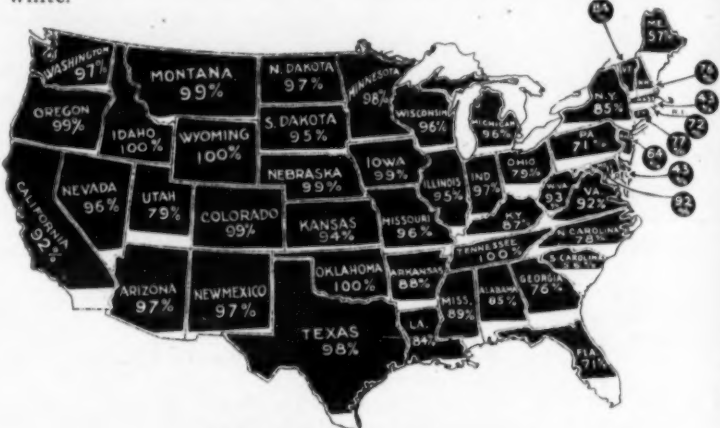
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### "WHEN DOCTORS DISAGREE."

(Concluded from Page 36)

Some years ago I frequently met a certain school man,—highly educated, capable, brilliant—who rose rapidly in his profession. His name on the program of the national meetings assured one of something worth while. His conversation was delightful when he could keep away from one subject—a fight. He dearly loved a fight, and to talk about it. One day I said to a mutual friend "I have come to the conclusion that if he has the choice between winning peaceably or winning thru a fight, he chooses the fight. Am I unjust?" The old school man replied "I'm afraid you're right, and the habit is growing on him." "Where'er she was *there* was Eden" says Mark Twain. Where'er this man's ability carried him, *there* was a fight. And the thing grew, and widened its reaches, till it brought sorrow and misfortune on him and all of his.

So few differences are remedied by fighting, so many adjust themselves if we only possess our souls in patience and give them a little time. If you take a glass of clear water, drop ink powder into it, then let it set quietly, the powder will slowly settle to the bottom and the water will be clear again. But if you stir it up, you will get something that will *never* settle.

When the father and the mother quarrel the children can not escape from the influence. When school people quarrel—well, look at the cartoon in the December number.

### GETTING READY FOR NEXT YEAR.

(Concluded from Page 57)

vantage to take account of the repairs needful in the summer. It is a good plan to ask the janitors and teachers to make a list of the re-

pairs that they think ought to be made. With these lists the superintendent investigates on his own account and makes a list of his own. He can then invite the members of the committee on schools to look over the buildings with him. In that way he can work out a definite program for repairs which the board will adopt.

Textbooks and supplies should be ordered not later than July so that they will be on the spot when needed. By going over the promotion lists, he can usually tell about how many books he will need. A record of the supplies used the present year will help him to order the proper amount for the next. It is better to buy a year's supply as the freight and the work of ordering is much less.

Each teacher should return two promotion lists to the superintendent and he should see that a copy is in the desk of the teacher who is to have the pupils the next year. This list should include the name, birth date, parents' name, grade, and scholarship of each pupil. This will save time for the teacher at the beginning of the new year and will help the superintendent in his planning. He can tell where there will be congestion and avoid it, if possible. By studying the enumeration reports he can learn about how many pupils to expect in the kindergartens and first grades.

During the summer he will want to secure boarding places for the new teachers. Often a teacher arrives a stranger and finds it difficult to secure a good place to board even temporarily. Provision should be made for the janitor work. I remember my experience in one of my first schools. I arrived on labor day and spent the hours that I had planned for a visit to my schoolhouse in making a house to

house canvass of the community to find a boarding place. A little after eight on the morning school was to begin I went to the schoolhouse and found the door locked. Thinking that the janitor must be late I waited until the pupils arrived, when I was informed that the teacher was janitor. No one knew where I could find a key. I finally succeeded in getting the woodshed door opened. In the afternoon the superintendent came around and brought me a key.

I have mentioned some of the things that the superintendent must do to prepare for the opening of the new year. The way school starts is very important. Upon it may depend the effectiveness of the term. The program which I have mentioned has been a help to me.

### HELPFUL PAMPHLET.

To help recruit high school students and to show the advantages and opportunities resulting from going to high school the Institute for Public Service has issued two booklets, *Your Money a-n-d Your Life* showing the advantages to boys and *Come On, Girls, Let's Go* for use with girls that will interest all teachers.

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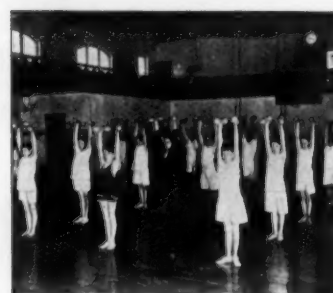
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## FICTITIOUS PERMANENT SCHOOL FUNDS.

(Concluded from Page 32)

Connecticut. Let us not dismiss this comparison without noting that not only in vastness of extent but in variety and wealth of natural resources this school domain is well worthy to be designated an empire.

From contemplating the school heritage which might have been we now pass to the stern reality, namely, that even an incomplete record shows that in 32 of our states, funds totaling many millions of dollars have been lost, diverted or squandered. In sixteen of our commonwealths today the state school endowment exists entirely or in part only as a nonproductive state debt, and in nine states the funds annually reported as state permanent school funds are mere fictions having no existence whatever except on paper. We must not at this point lose sight of the fact that many states have cherished their school endowments as sacred heritages, but our present concern is not with these states but rather with those states whose funds have been diverted or lost. In order to understand the present condition of the latter it will be necessary to give some account, however brief, of the manner in which our school heritage has been dissipated.

(Continued in next issue)

## MERIT AND OTHER FACTORS IN TEACHERS' SALARY SCHEDULES.

(Concluded from Page 35)

### Conclusion.

Service to the child, the community and the state should be the ultimate criterion by which to judge the effect of any salary scheme. No corps of teachers was ever made strong by wholesale dismissals, by suspension of salary increases, by artificial penalties for mediocrity, or by subsidies for perfunctory scholastic zeal.

The best service from a corps of teachers will be obtained by that school board and superintendent who bring inspiration into the school system as well as send teachers out of the system in search of it; who provide most competent leadership and direction for teachers while in service; who provide the most liberal salary budget and distribute it among the various groups of teachers in a manner that appears to the great body of teachers as substantially fair and just; who select new teachers most wisely and employ only the most capable to be had at the salary offered; and who dismiss teachers when, and only when, it is reasonably certain that better teachers can be secured for the inducements offered.

This specification leaves ample room for encouragement of extension courses; for encouragement of initiative by special promotion; for a thousand devices that win the confidence and loyalty of teachers, and contribute to the output of culture, intelligence and character, which is the ultimate measure of educational efficiency.

## INITIAL PREPARATIONS FOR THE OPERATION OF A SCHOOL BUILDING PROGRAM.

(Concluded from Page 40)

All school buildings should be of fireproof construction, automatically eliminating the necessity of numerous unnecessary corridors, hallways and stairways, and allowing this space to be used for other school purposes.

Large, sloping roofs, bell towers, attics, etc., should be eliminated as they are both expensive and unsightly and are a continual source of expense in maintenance.

Boiler and engine rooms used for heating and ventilation should be separate and apart from the main building, especially in junior and senior high school buildings.

Auditoriums in junior and senior high schools should be large enough to seat the entire school and should be easy of access from all floors, to insure the shortest possible time in entering and leaving. Rooms for commercial work, science and other specialized work should be carefully studied and arranged by the superintendent and presented to the architect to be incorporated into the general plan.

As a final conclusion, it is well to look ahead and to plan your needs for at least fifteen years. Be certain that your finances are available and that you have the approval of the patrons of the district for bonding. Lay your plans well in order that future alterations or additions may be avoided. Supply every long felt need academically, commercially and vocationally and along any other line.

Again, I want to repeat the old saying, "Be sure you're right, then go ahead" and you will have done well.

## A COMPLAINT

(Concluded from Page 50)

social reform work, or of any other activity that does not interfere with school hours. To exclude politics from this list would be to emasculate the teacher's citizenship and to devitalize his schoolroom influence.

A paternalistic attitude toward teachers, or any other social group, is particularly annoying and obnoxious in a democracy like ours. The regulation of the Indianapolis school board referred to is autocratic and strikes at the very heart of democratic relationship and trust,—the right of the individual in general to be given credit for sound judgment and good intent, leaving the transgressor to be dealt with individually as his case merits.

W. C. Ruediger.

George Washington University, March 26, 1921.



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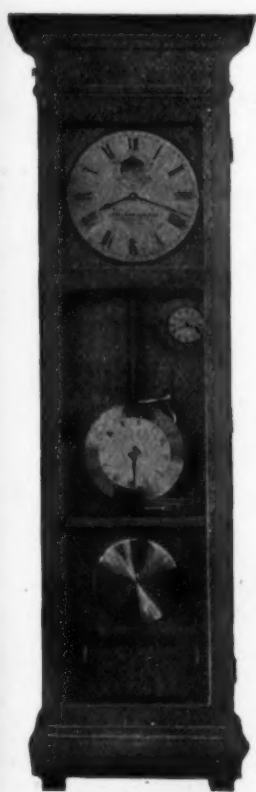
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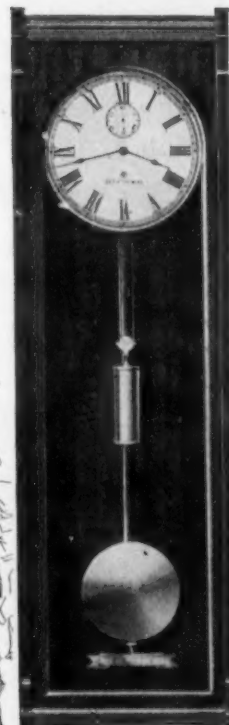
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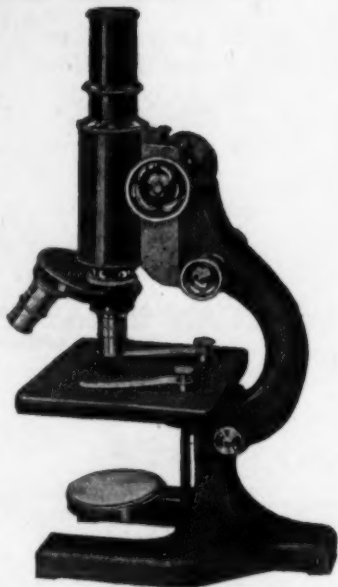


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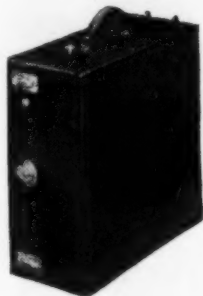
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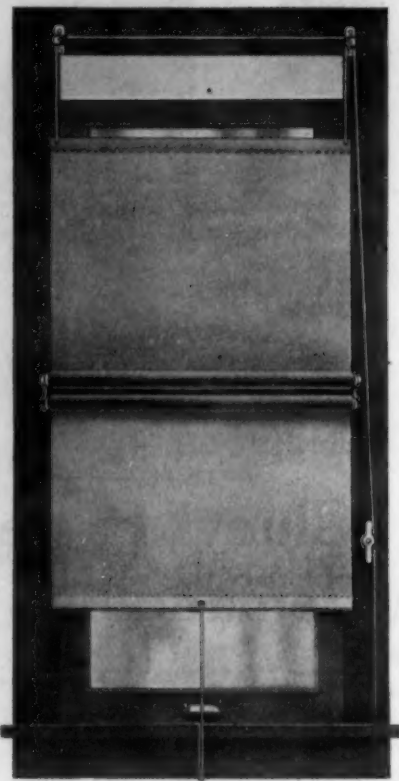
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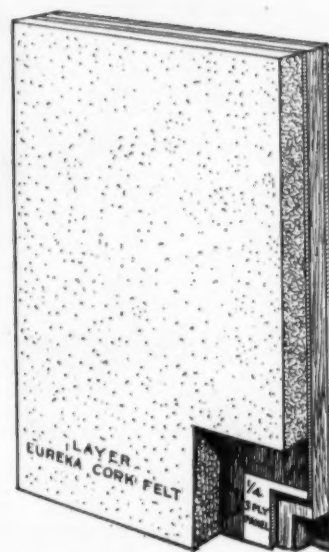
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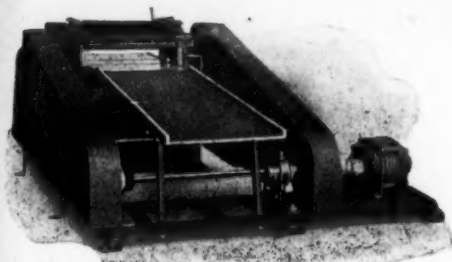
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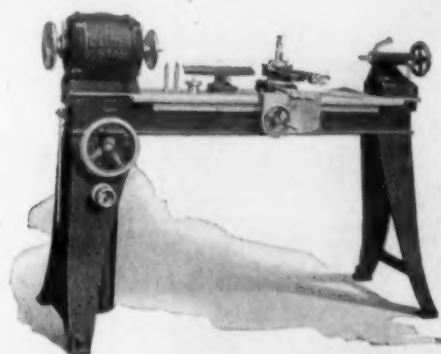


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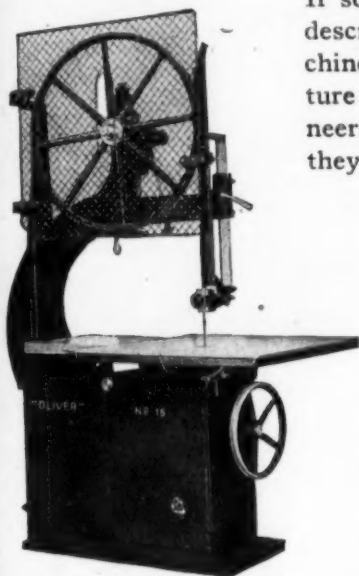
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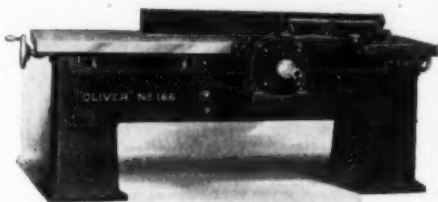
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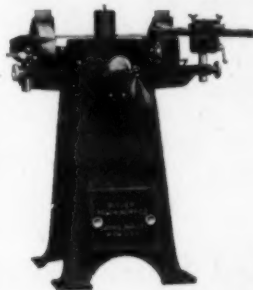
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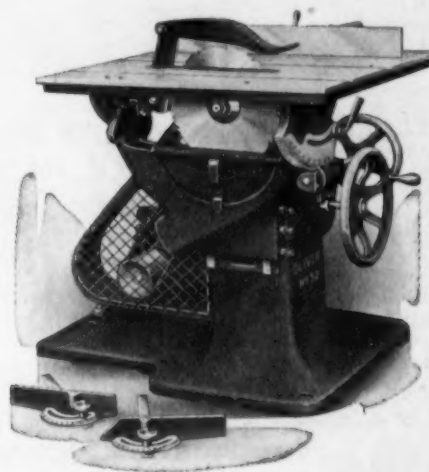
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Just what you need for light but accurate work. There are many styles and sizes of Oliver Saw Benches.



You receive full value  
when you buy

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MADE OF

## STERLING

Reg. U. S. Pat. Off.

Double Warp All Wool Bunting

A Flag of sterling  
quality

OR OF

## DEFIANCE

Reg. U. S. Pat. Off.

Two Ply Cotton Bunting

A Flag that bids defiance  
to the weather

Made only by **ANNIN & CO.**

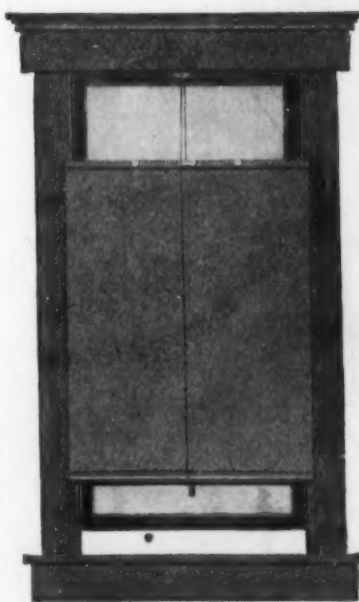
Largest Flag House in the World

99-101 FULTON ST., NEW YORK

## Draper's Adjustable Window Shades

Modern Practical Decorative

### "The Window Shade Pre-eminent"



Draper's Adjustable Window Shades meet every school requirement.

Though easy to operate, Draper's Adjustable Window Shades are strong and carefully made to insure long service. Their mechanical construction is simple, positive in action and absolutely "fool-proof." The rollers, which are especially built, are large and strong and are equipped with an oversized spring which insures their rolling and carrying qualities. Any child can easily operate a Draper Shade without the slightest difficulty.

Draper's Adjustable Window Shades are guaranteed to give satisfactory service and will continue to do so over a long period of years, —because, Draper's Adjustable Window Shades are built for service —and meet every window shade requirement most satisfactorily, efficiently and economically.

Descriptive Literature on Request

**LUTHER O. DRAPER SHADE CO., Spiceland, Ind.**





## VUL-COT Holds WASTE

It does not allow that waste to sift or leak through and litter the schoolroom floor, for the sides and bottom of VUL-COT waste baskets are solid.

The principal reason for VUL-COT's great durability, aside from its husky and substantial construction, is the fact that fruit scraps and other sticky waste that rusts or corrodes metal baskets and rots cane baskets, has no detrimental effect on VUL-COT.

**VUL-COT WASTE BASKETS**  
*Guaranteed 5-years*

and they always last longer

Remember VUL-COT waste baskets are neat, sanitary, attractive, practically indestructible, and fire resisting—If your dealer or supply house cannot supply you, write us for catalog and prices.



**American Vulcanized Fibre Co.**  
520 EQUITABLE BLDG. WILMINGTON, DELAWARE

Canadian Distributors: A. R. MacDougall & Co.  
468 King St. West, Toronto, Canada

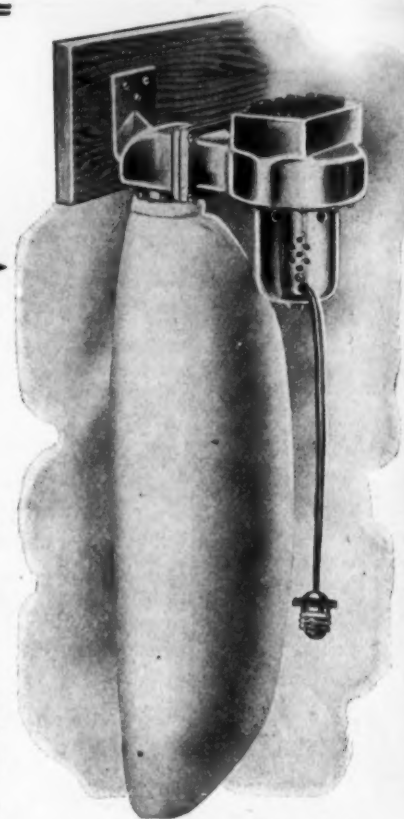
# "It"



**Gets all the  
Chalk Dust  
Without Fuss  
—or Muss—**

**No. 2 Haynes  
Blackboard  
Eraser Cleaner**

Complete, with Bag, as shown,  
ready to attach to electric socket  
and commence cleaning. Price . . . . . \$37.50



The "Haynes" is a simple little machine for cleaning Blackboard Erasers, which it does in a most thorough and effective manner, eliminating all the disagreeable, dusty features of the old method of cleaning. No dust in the school room, or in the lungs or clothes of the pupils; no wear or tear on the Erasers, therefore Erasers cleaned the "Haynes Way" last longer and erase better, because "No Dust Remains When They're Cleaned With the Haynes," while the cleaning is done in one-tenth the time, without the usual fuss and muss.

For Sale by all Leading Jobbers.

**National Wood Renovating Company**

EXCLUSIVE MANUFACTURERS

Also Sole Owners and Manufacturers, "Casmire Process"

1424-26 Walnut St., Kansas City, Mo.

Branches:—Indianapolis, Oakland, Calif. Warehouse:—New York.



**COMMERCIAL  
ART**  
AND PERFECT REPRODUCTION

**PREMIER  
ENGRAVING COMPANY**

DESIGNERS ENGRAVERS  
MILWAUKEE WISCONSIN

# DAN-DEE

**Children of School Age  
Respond Quickly To  
Environment**

Children in clean, pleasant school rooms are far more receptive to instruction than children in shabby, insanitary surroundings. For this reason the old disease-breeding waste baskets are being banished from modern school rooms. They are being replaced by the attractive, sanitary, fire-proof Dan-Dee line of metal waste baskets.

The Dan-Dee line of metal baskets is beautifully finished, substantially made and economically priced. A large range of styles, sizes and color combinations to fit all schemes of interior decoration.

**Special Discounts to  
Educational Institutions**

Write for our catalog with special prices to educational institutions. Learn how you can save money and equip your school with modern sanitary, fire-proof metal equipment of unusual refinement and beauty.

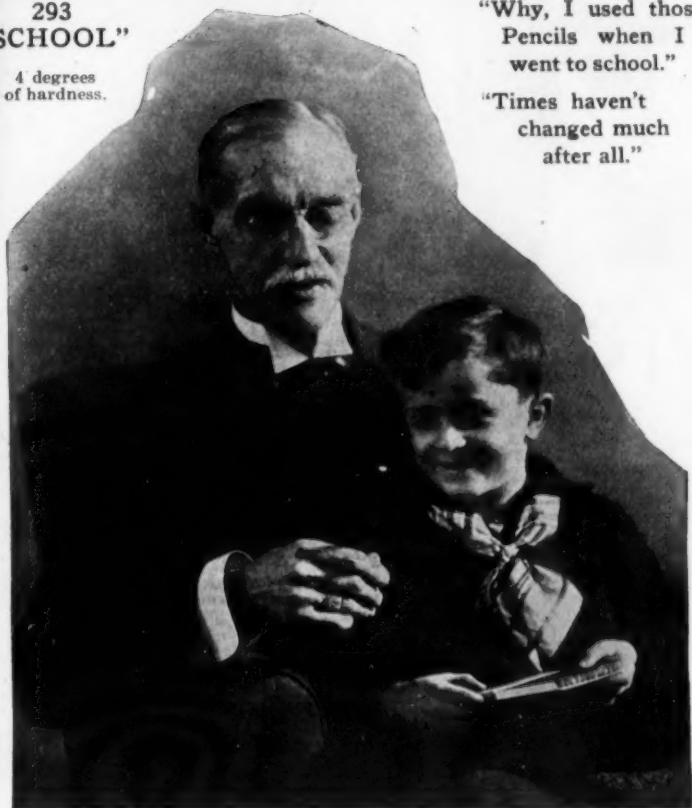
**ERIE ART METAL  
COMPANY**  
ERIE, PENNA.



## The Pencil of Generations

293  
"SCHOOL"

4 degrees  
of hardness.



"Why, I used those  
Pencils when I  
went to school."

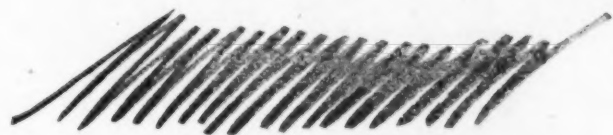
"Times haven't  
changed much  
after all."

**EBERHARD FABER**

"The Oldest Pencil Factory in America"



NEW YORK



The Primary Supervisor wagged a wise finger, "Yes," she said, "I found out a long time ago there was only one pencil for primary grade writing. I mean Dixon's "Beginners'" No. 308. Just look at the lead for the reason."

*Sample free on request*

**Joseph Dixon Crucible Co.**

Pencil Dept. 81 J

JERSEY CITY, N. J.



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*The most valuable piano in the world*

THE Steger Grand Piano appeals to those who seek highest artistic excellence. In hundreds of schools and colleges the Steger is chosen for the wonder-

ful beauty of its clear, singing tone, for its magnificent appearance and for the guaranteed durability that denotes first quality in materials and workmanship.

**STEGER & SONS PIANO MANUFACTURING COMPANY**  
Factories at Steger, Illinois Founded by John V. Steger, 1879 Steger Building, Chicago, Ill.

*If it's a Steger—it's the finest reproducing phonograph in the world.*

MAY 1921

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29	30	31				

## Salesmen of Knowledge

IN a certain sense the teacher is a salesman of knowledge, and the pupils are often the unwilling buyers.

The teaching problem lies partly in making the subject matter of instruction as stimulating and as interesting as possible.

The use of "LECTURERS" colored chalks by the teacher, and "CRAYOLA" crayons by the pupils, will stimulate attention, and add interest to school work.

Supply your teachers with

## Gold Medal Crayons

*May we send you sample boxes and an interesting brochure on blackboard drawing? Write to*

**BINNEY & SMITH CO.**

81-83 Fulton St., New York City.

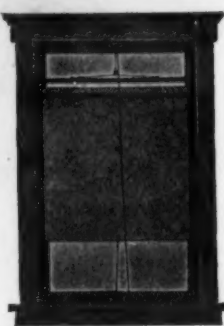




## 2 OF THE 15 VARIETIES



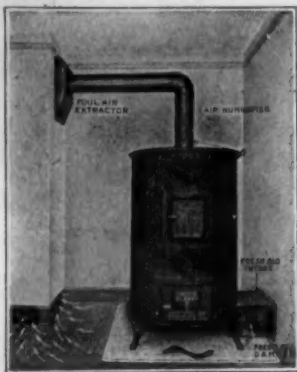
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DUCK  
SHADES**



Write for Prices, Catalog and Free Sample

**OLIVER C. STEELE MFG. CO.**  
SPICELAND, IND.

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Especially Adapted to Portable  
Schools.

Gives the most perfect heat distribution and greatest amount of ventilation with the least amount of fuel.

More than 30,000 Schoolrooms are equipped with it.

In use in most of the Leading Cities.

Write for Catalog.

**Smith System Heating Company**  
Minneapolis, Minn.

## THE TEST AND STUDY SPELLER

STARCH and MIRICK

Books One and Two now ready. Book Three in press.

THE TEST AND STUDY SPELLER does just what the title suggests—tests to determine what words the pupil cannot spell, and then provides supervised study of those words which present difficulties.

Word list based on a combination of the best known vocabulary tabulations.

Words distributed in those grades where they are most frequently used.

Charming dictation lessons; interesting word study and dictionary study.

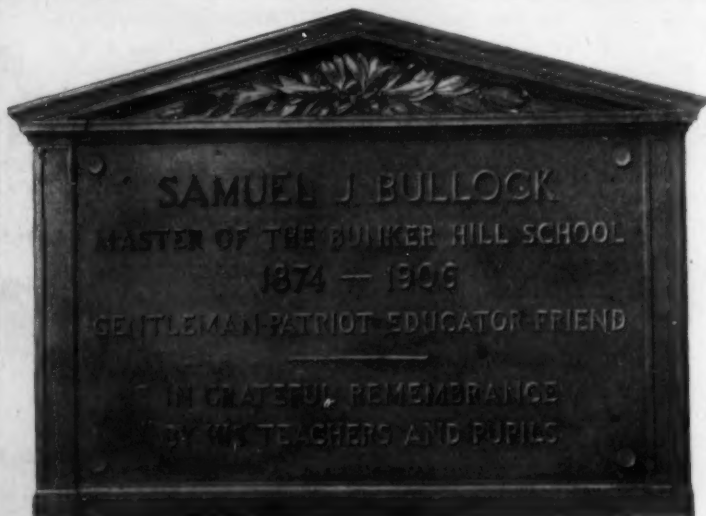
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BOSTON NEW YORK CHICAGO SAN FRANCISCO

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Memorial  
Tablets

In Bronze



Modeled, Cast and Finished by  
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Dictionary Holder

(Made entirely of steel)

No woods to gather germs and to warp.  
No iron to corrode; no springs to break.  
Can be adjusted to hold any size book.  
Can be raised and lowered at will.  
Can be tilted to any angle and pivoted to any position.

Circular and prices of our  
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Holders mailed on request

**Union School Furnishing Co.**

Manufacturers, Publishers and Dealers  
in School Furniture and School Supplies  
Chicago, Ill. Houston, Tex.



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If the children in the classroom should be bright and cheery the heat must be uniform and the ventilation just right.

Heating and Ventilation are two important factors in the school room. If the air in the schoolroom is foul and ventilation poor, disease is almost inevitable.

## OLD DOMINION PATENT HEATING AND VENTILATING SYSTEM

will keep the room fresh with pure air yet warm and comfortable.

No separate independent foul air ducts or flues made of brick or metal are required. It is easy to set up and regulate and will not clog with soot or rot out. Every part is combined and all stove and ventilating pipes up to five feet are furnished.

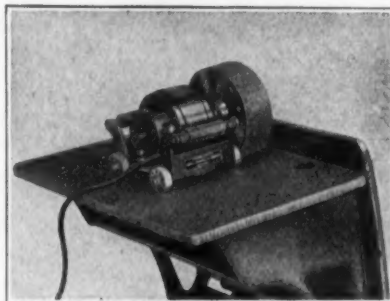
Our descriptive catalog gives full information and will be sent upon request.

**Virginia School Supply Company**

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## Soiled Desks Are Not Spoiled Desks

It is not necessary to buy new desks every few years just because the tops are scratched, and the varnish partly worn off. Naturally this makes the desk poor in appearance. An Automatic Electric Surfacing Machine however, will quickly make the desks like new. The little Electric Machine rapidly and cheaply resurfaces your old desk making them like new.



By using a coarse sandpaper first the old varnish is quickly removed, and by finishing with a fine grade the surface is made smooth and attractive.

Free trial offer. Ask about it.

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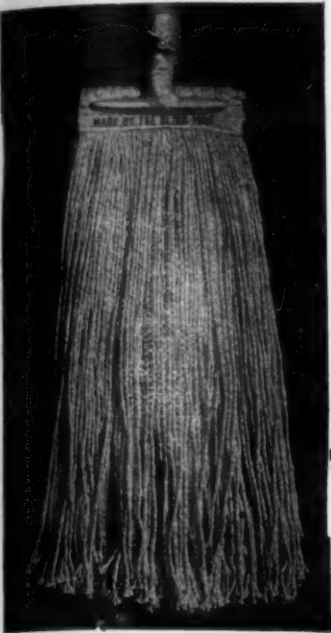
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In Honor of the Men Who Fought in the World War  
Bronze Memorial Tablets, etc.

All to Special Design. Designs and Estimates Free.  
Send for Free Illustrated Booklet.

**Jno. Williams, Inc., Bronze Foundry**

OFFICE: 559 WEST 27th St., NEW YORK



Peer of all Mops

### The WUNDERMOP

Made by the Blind, with exacting care. Finest quality cotton selected for its strength. Bound at head with a tape that holds the strands secure—cannot fall out, be pulled out, mat or bunch.

**Gives 4 times the wear of other mops**  
—a proven average!

And what is true of The Wundermop is true of every cleaning supply unit we market. Our guarantee is your assurance that every article will give you the utmost service and satisfaction.

A copy of our catalogue "Encyclopedia of Cleaning Supplies" awaits your request,—gratis

**SAMUEL LEWIS**  
75 BARCLAY STREET  
NEW YORK CITY

We can make immediate deliveries on any of the following:

Baskets  
Brushes  
Brooms  
Carpet Sweepers  
Chamois  
Cheese Cloth  
Disinfectants  
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Dust Pans  
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LIQUID SOAP  
Mats and Matting  
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PAPER TOWELS  
Toilet Paper  
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Window Poles

# Cleanliness

Implant the instinct of cleanliness in the minds of your pupils through the clean and sanitary conditions of your school building.

## Your Janitor

with the aid of Robertson's Quality Cleaning Products can easily keep your school in a thoroughly clean and sanitary condition at all times, at a minimum of cost and effort.

### Robertson's Products

include a product for every cleaning purpose.



Look for this Trade-Mark



Disinfectants, Liquid Soaps, Soap Powders, Scouring Powders, Paper Towels, Toilet Paper, Mops, Brushes, Liquid Soap Dispensers, Paper Towel Holders, etc., etc. Get our prices.

Catalog on Request.

**THEO. B. ROBERTSON PRODUCTS CO., INC.**

Member, National School Supply Association

700-704 W. Division Street

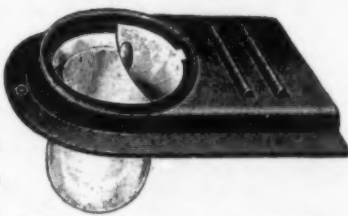
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Atanasio Montoya,  
220 North High Street,  
Albuquerque, New Mexico

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of the U. S. Inkwell. It is neat in appearance, non-breakable, non-evaporating, dust-proof, easy to keep clean, operates silently and will fit perfectly over the various size holes in desks. There are no hinges to break or corks to lose.



Pat. Dec. 12, '05. Pat. Jan. 19, '06.

### U. S. Inkwells

encourage the pupils in all work that requires the use of pen and ink. They keep the ink air-tight and dust-proof at all times, thus securing clean, free-flowing ink with which it is a pleasure to write.

U. S. Inkwells can be readily attached at a trifling cost by your school janitor.



Pat. Nov. 14, '11.

Write for free samples today.

**U. S. Inkwell Company, Inc.**

DES MOINES

MANUFACTURERS

IOWA

## Common Sense Inkwells



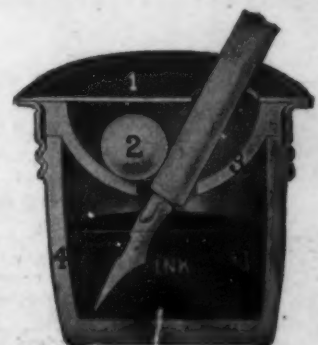
with large opening for pen. Experience has proved that no inkwell is perfectly air tight except one with a cork. Made in three sizes to fit holes 1½, 1¾, 1⅞-inch. We furnish corks with Hard Rubber Caps, Plain Corks or Rubber Corks.

All Orders Filled Promptly on these Inkwells.

### Self Closing Inkwells

A perfect inkwell for school desks. Made of glass with a nickel zinc top. Always closed and practically air tight and dust proof.

Write for Circular, Prices, and Samples.



**SQUIRES INKWELL CO.**

713 Penn Ave., Pittsburgh, Pa.



# CLASSIFIED WANTS

## FOR SALE

**For Sale**—The Board of Industrial Education of Madison, Wisconsin, will open sealed bids on the following articles of Vocational School equipment on April 25, 1921, at 1:00 P. M. Bids for a part or all of the list may be submitted: 1 Program Clock—5 programs—Hansen Electric; 16 Adjustable Drawing Tables, size of top 31"x23½"; 1 3' 3" x 11" x 3' 2" Book Case—3 shelves; 1 Combination Book Case and Cabinet—oak finish, 18"x4'x7' 7"; Oak Table; 1 Golden Oak Chifferobe with 7 drawers and 1 compartment; 1 Fumed Oak Round Dining Table, 48" diameter; 1 Buffet to match; 6 Dining Room Chairs to match; 20 White Enameled Stools; 10 Domestic Science Tables accommodating 20 pupils; 20 Individual Gas Burners for above; 9 Small Gas Ovens; 1 Ice Box; 1 Large White Enameled Sink with shelf; 1 Small White Enameled Sink; 1 Pittsburgh Automatic Water Heater—Bungalow size; 1 Oak Folding Book Case—5 shelves; 1 Shunt Wound Motor—Type CE—No. 79486—500 volt—¾ horsepower—open ampere 5.3—closed ampere 4.6—double throw switches—reversible; 1 Mummert Tool Grinder with 500 volt, D. C. Motor; 1 Buffalo Forge No. 141, including Blower; 1 Speed Lathe—12"x48" with Motor; 1 Emery Wheel and Stand; 1 Combination Band Saw, Shaper, Joiner, and Mortiser—10' 9" Band Saw, Diameter of Joiner 4½", Length of Joiner 10", with 1-10" Dado Head, with 1-12" Combination Rip Saw and Cross Cut Saw, with 1-12" Cross Cut Saw; 1 D. C. Motor—500 volt—¾ H. P.; 1 Pathoscope Motion Picture Machine;

Copy for this page must reach us at Milwaukee not later than the 15th, preceding the date of issue. All advertisements are guaranteed. The rate is 10 cents per word, per insertion, minimum of fifteen words accepted.

1 30" Fan complete with Motor—D. C., 500 volt. Purchaser to remove equipment between June 15th and 30th.

## BIDS WANTED

**Proposals for Indian Supplies:**—Department of the Interior, Office of Indian Affairs, Washington, D. C., March 25, 1921. Sealed proposals, plainly marked on the outside of the sealed envelope: "Proposals for Groceries" (or other class of supplies as the case may be) and addressed to the "Commissioner of Indian Affairs, 3940 South Ashland Ave., Chicago, Ill.," will be received until 10 o'clock a. m., on each of the following dates and on the class of supplies specified, and then opened: Clothing and Piece Goods, May 3, 1921; Dry Goods, May 10, 1921; Underwear, Hosiery, Gloves, Suspenders, Hats and Caps, May 3, 1921; Notions, May 7, 1921; Groceries, May 7, 1921; Agricultural implements, Wagons, etc., May 12, 1921; School-books, etc., May 5, 1921; Chinaware, etc., May 5, 1921; Automobile supplies, May 3, 1921. Schedules covering all necessary information for bidders will be furnished upon application to the Indian Office, Washington, D. C., or the U. S. Indian Warehouses at Chicago, St. Louis, and San Francisco. The Department reserves the right to reject any or all bids or any part of

any bid, and to post tentative awards promptly, subject to correction. Cato Sells, Commissioner.

## DIPLOMAS

**Diplomas**—in any quantity—Tell us what you require and samples with quotation will follow. Ames & Rolinson, 206 Broadway, New York, N. Y.

## DIPLOMA ENGROSSING

**Diploma Engrossing**—Time and care are required to do good engrossing. Work of this kind can be done better if it is done now rather than if it is rushed the last of June. Write for specimens and estimates. R. A. Loomis, 210 Grant Ave., Jersey City, N. J.

## "CHO-SECO" INK PELLETS

**"Cho-Seco" Ink Pellets**—Now recognized by ink critics as the last word for quality, convenience and economy. Already the favorite with many State Normals, City and Village schools, because they solve the ink problem as never solved before. Not Powder nor Paste but Pellets—no fuss, no muss. Free sample postpaid upon request. Cho-Seco Ink Pellet Co., Opp. Union Station, Albany, N. Y.

## SCHOOL INK

**Century Ink Essence**—(Powder Crystals)—is the most satisfactory and economical ink for school use. Send for sample and price list. Francis J. Peck & Co., Superior Bldg., Cleveland, Ohio.

**Checking Schedule for Projected School Buildings**—by James O. Betelle, A. I. A. The latest addition to Bruce's School Architecture Library. A guide for the architect and school building committee in checking up the requirements of a school building. It will help to avoid mistakes which are hard to correct after the plans are drawn. Part I helps summarize the requirements and puts them in proper form for discussion and approval. Part II will assist the chairman of the building committee to quickly and completely check up finished plans and specifications with the least possible delay and yet have all important points considered. Price 35 cents, net. The Bruce Publishing Company, 201 Montgomery Building, Milwaukee, Wisconsin.

**Grade School Buildings**—by Wm. C. Bruce, Editor of the American School Board Journal. This book presents a valuable collection of photographs and floor plans of elementary school buildings. The buildings range in size from 24-room city schools to 2-room consolidated country schools. Only such buildings have been included as will meet the most stringent building code requirements of the several states. 235 pages. Price \$3.50, net. The Bruce Publishing Company, 205 Montgomery Bldg., Milwaukee, Wis.

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### SECTIONAL SCHOOL BUILDINGS



OUR PLANS  
APPROVED  
BY YOUR  
SCHOOL BOARD


AND MEET EVERY  
REQUIREMENT  
OF YOUR  
BUILDING CODE

The ARMSTRONG SECTIONAL SCHOOL BUILDINGS are complete in every detail, having double floors, double side walls and ceilings. With every modern convenience makes them the best **Portable School Buildings** on the market today. With the perfect lighting and ventilation, they are without equal. Our buildings can be taken down and moved to another location without mutilating in the least any of the parts. We can prove it. If you write us what you desire, we will send you full details. We are specialists in Sectional School construction.

**THE ARMSTRONG COMPANY, P. O., 401, ITHACA, NEW YORK**


# Steel Lockers

## for Schools and Clubs



*Write for Full Catalog*

**THE ARMOR CLAD MFG. CO.**  
CANTON, OHIO



## Bossert Schools

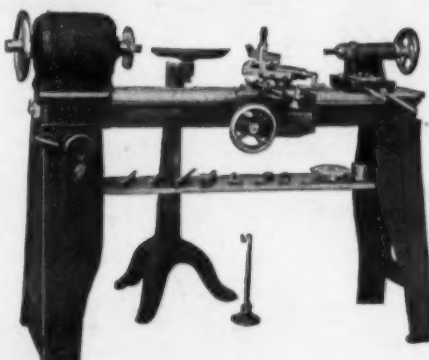
### Are Warm in Winter and Cool in Summer

We are equipped to furnish any size building on short notice. Prices of same depend on requirements and State Laws—but in every case are the lowest for quality of material supplied. Remember, this is not a cut lumber proposition, and the cost of erecting is a very small item. While not essential, as any unskilled labor can do it, we will, if you desire, arrange to erect all buildings. Buildings can be taken down and re-erected any number of times without marring a single feature.

We have made portable school houses for other people for over 25 years. Now you can buy Bossert School Houses with all our new patents and improvements direct from us and save money for your school board.

Write us full requirements and we will send details of cost of building completely erected.

**LOUIS BOSSERT & SONS, Inc.**  
Builders of School Houses for over 25 years.  
1323 Grand Street Brooklyn, N. Y.



**If In Doubt**  
consult the School Authorities of Buffalo, Jersey City, Memphis, San Francisco, Winnipeg, Rochester and a hundred other cities we could name if space permitted and learn what they think of American

**Woodworking Machinery for Manual Training Work.**  
Every School Board should have our catalog on file.  
Let us send you a copy.

**American Wood Working Machinery Co.**  
591 Lyell Avenue, Rochester, N. Y.



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**A Reliable Reference and  
Guide to Better Schoolhouse  
Planning and Construction**

*Descriptive literature and  
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**THE BRUCE PUBLISHING COMPANY**

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Are you weighing your pupils regularly on Continental Scales?

A few of the leading dealers who will be glad to give  
you further particulars about this most important work.

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& Co.

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ha School Supply Co.



MODEL No. 225

If no dealer listed above  
is near you we will mail  
you the Continental Scale  
Booklet and the name of  
a nearby dealer. If there  
is no dealer in your vi-  
cinity we will gladly  
supply you direct from  
the factory.

Missouri—Kansas City: Su-  
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National Wood Renovating  
Co. St. Louis: Standard  
School Supply Co.

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New York City: R. A.  
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son-Evans Co.

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Southern Seating Co.  
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field Co.

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ant.

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ginia School Supply Co.

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**Continental Scale Works**

2126 W. 21st PLACE, CHICAGO

74 MURRAY ST., NEW YORK

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FOR WHOLE YEAR.

We have open territory in nearly every state.  
Those who are interested will please state what  
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qualifications they possess. Also in what territory  
they would prefer to operate and during what  
months they wish to be engaged in this line.

**CAXTON SCHOOL SUPPLY CO.**  
SCHOOL SUPPLIES AND FURNITURE.

Department A. 2344-46 Wentworth Ave.,  
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### SCHOOL SUPPLIES AND BOOKS

**MILTON BRADLEY COMPANY**

Springfield, Mass.

(The Good Old Bradley Line)



We are EXCLUSIVE agents for the  
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National and Foreign of every description  
Our "Paramount" quality IS Paramount

### STEEL FLAG POLES

Unquestionably the Best Value on the Market

### Playground Apparatus

PRICE LISTS MAILED ON REQUEST

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### To Find It

**YOU CAN FIND IT  
IN HALF A MINUTE**

If you use Roberts & Meck's  
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Approved by the National Board of Fire Underwriters Laboratories

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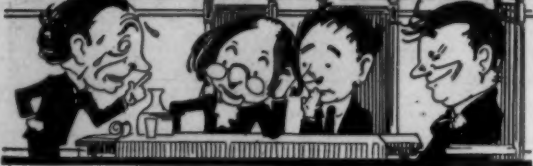
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## AFTER THE MEETING



## Not As Bad As Reported.

The principal transmits to us the original copy of this excuse for absence, brought by a pupil:

"Miss G.—James didn't have any doctor he only had measles in 2 days he was alright he made a mistake and said he had a doctor."

"Mrs. H.—

"yours forever."

—Cleveland Plain Dealer.

The school inspector had come unexpectedly into the village to make his annual visit. After his call he met the school clerk who asked rather thoughtlessly: "Well, what struck you first on entering our fine new schoolhouse?"

"To be exact," answered the inspector, "it was a wad of paper thrown by one of the boys."

Teacher: Can any pupil tell me what a jury is?

Pupil: Twelve men who do not know anything.

## Took the Reproof.

She was a young teacher, fresh from college and very much impressed with her importance as assistant instructor of first-year English.

During the second week, she was assigned to duty in the lower hall where there had been some trouble with the slamming of an outside door.

She managed quite well in the morning and at noon, until a spectacled young man entered and allowed the door to bang. Rather indignantly she said: "Young man, will you kindly step outside and when you come in again, close the door quietly?"

The young man colored slightly, but obeyed without a word.

"Now," she said as he returned, "don't you feel that is better?"

The young man very gravely asked the way to the office. At three o'clock the teacher received a shock. In response to a general call, she visited the principal's office to be introduced to the new superintendent of schools. He was the spectacled young man who banged the door.

## War Tax.

Teacher: "Use the word 'given' in a sentence."

Second Grader: "He given me a penny."

Teacher: "Mercy NO! Don't you know I said you could never use 'given' unless you had something to go with it; what was it?"

Second Grader: "A penny."



## A DRINKING FOUNTAIN CATALOG.

The Twentieth Century Brass Works, at Belleville, Ill., have issued a booklet of 22 pages describing and illustrating sanitary bubblers and drinking fountains of the latest design and workmanship. The fixtures are intended for various uses and to meet the special needs of schools and institutions. They have been designed to fully meet the conditions for sanitation, durability and economy and they support the claim of the manufacturers that they absolutely control the height of the stream and the volume of water used.

Information concerning the bubblers or drinking fountains may be obtained by writing the Twentieth Century Brass Works, at Belleville, Ill.

## A CATALOG OF ART SUPPLIES.

With a view of aiding the schools in selecting the proper kind of crayons, chalk and color supplies, the American Crayon Company of Sandusky, O., has compiled an interesting catalog featuring selected school products exclusively.

In the catalog, two pages are given to Prang tempera colors. These are sold in single tubes, or in boxes of five, six or twelve tubes, or in ounce, half pint, pint and quart jars.

The catalog also contains illustrations of all the popular blackboard chalks, pressed and wax crayons, pastels, colored and sketching pencils, water colors, water pans, paste, with complete descriptions and prices of each.

Copies of the catalog may be obtained by writing the American Crayon Company, at Sandusky, O.

## ANNOUNCE NEW LOCATION.

The Chicago Apparatus Company has moved its office and warerooms from 32 South Clinton Street, to 701-7 West Washington Blvd.

In its new location, the firm will occupy the fifth floor of the building, which provides 16,000 feet of floor space or about double that of the old quarters. The firm is planning to install new facilities with one object in view, namely, better service to the school people of the country.

## NEW RECORDS.

The Victor Company at Camden, N. J., has announced the following educational records:

*The Merchant of Venice*—Shylock's Speech, The Mercy Speech, rendered by E. H. Sothorn and Julia Marlowe.

*Hungarian Rhapsody*, No. 2, Part 1, played by Alfred Cortot.

## OFFER STRUCTURAL DATA.

The Structural Service Bureau of Philadelphia has just compiled complete information on the use of slate for sanitary installations in school buildings and other public structures. The pamphlet which includes full specification material and detailed drawings, covers toilet room enclosures and shower booth enclosures. The Structural Service Bureau has spent several years in standardizing types and sizes of toilet enclosures and booth enclosures and has made considerable researches into the practice of architects all over the country in designing and erecting enclosures of these types. School architects and school authorities who may be interested can obtain a copy of the booklet by asking for Chapter 5 of the Structural Service Data on Structural Slate. Copies will be mailed by the Structural Slate Company of Pen Argyle, Pa., or the Structural Service Bureau, Philadelphia.

The Bureau has also issued a special pamphlet containing specifications and detailed drawings for slate as used in stairways. This pamphlet is also available without cost.

## He Should Worry.

"Where were you yesterday, Tommy Cribbs?" asked the teacher.

"Please, mum, I had a toothache," answered Tommy.

"Has it stopped?" asked the teacher sympathetically.

"I don't know," said Tommy.

"What do you mean, boy? You don't know if your tooth has stopped aching?"

"No, mum, the dentist kept it."—Los Angeles Times.



## FIRST LOVE.

C. L. Edson.

Faint breezes fanned the sun-kissed land,  
As I went holding teacher's hand;  
My pulses touched her fingers warm,  
Her presence swept me like a storm;  
And on the air that hovered there,  
I breathed the fragrance of her hair.

Her utter charm could well alarm  
The jealous posies on her arm;  
The bits of meadow white with bloom  
Stood back to give Miss Rosie room,  
While woodland nooks were loud with rooks  
The day I carried teacher's books.

A thrill of power was mine an hour—  
She was my princess in a tower;  
And 'neath my ragged gingham shirt  
My heart went beating till it hurt;  
Each little lay she hummed that day  
Told love as plain as words could say.

Ah, bitter woe! I didn't know  
She had a swelled-up city beau!  
And she had fooled me from the start,  
And tramped high-heeled upon my heart;  
He came that night at candle-light,  
And drove off huggin' teacher tight!

—Puck.



# School Goods Directory

## ADJUSTABLE WINDOW SHADES

Aeroshade Company  
Draper Shade Co., L. O.  
Siegle Mfg. Co., Oliver C.

## AIR CONDITIONING APPARATUS

American Blower Co.  
Ozone Pure Airifier Company

## ASH HOISTS

Gillis & Geoghegan  
Payne Company, F. S.

## AUDITORIUM SEATING

American Seating Co.  
Empire Seating Co.  
Hendwood Bros. & Wakefield Co.  
Kendz Company, The Theodor  
N. J. School Furniture Co.  
Peabody School Furniture Co.

## AUTO BODIES

Stelner & Co., J. J.  
Wayne Works, The

## BLACKBOARDS—COMPOSITION

N. Y. Silicate Book Slate Co.  
Rowles Co., E. W. A.  
Weber Costello Co.

## BLACKBOARDS—NATURAL SLATE

Keenan Structural Slate Co.  
Natural Slate Blackboard Co.  
Penn. Structural Slate Co.

## BOOK COVERS

Holden Patent Book Cover Co.  
Peckham, Little & Co.

## BOOK LEATHER

Kerato Company

## BOOK PUBLISHERS

American Book Company  
Barnes Co., A. S.  
Educational Publishing Co.  
Ginn & Company  
Gregg Publishing Co.  
Heath & Co., D. C.  
Houghton, Mifflin Co.  
Lippincott Co., J. B.  
Little, Brown & Company  
Longmans, Green & Co.  
The MacMillan Company  
Newson & Company  
Palmer Co., A. N.  
Silver, Burdett & Co.  
World Book Company

## BULLETIN BOARDS

Kewaunee Mfg. Company  
Paddock Cork Company

## BRUSHES

Lewis, Samuel  
Palmer Company, The  
Robertson Products Co., Theo. B.

## BUILDING MATERIALS

Asbestos Buildings Co.  
Indiana Limestone Quarrymen's Assn.  
National Terra Cotta Company  
Republic Fireproofing Co.

## CAFETERIA EQUIPMENT

Kewaunee Mfg. Company  
Pick & Company, Albert  
Sanl Products Co., The

## CHARTS

Nystrom & Co., A. J.  
Weber Costello Company

## CHEMICALS

Central Scientific Co.  
Chicago Apparatus Co.

## CHEMICAL CLOSETS

Chemical Toilet Corporation

## CLOCKS

Standard Electric Time Co.

## CRAYONS

American Crayon Co.  
Binney & Smith  
Dixon Crucible Co., Joseph  
National Crayon Co.  
Peckham, Little & Co.  
Rowles Co., E. W. A.  
Weber Costello Co.

## DESKS

Imperial Desk Company

## DESK SURFACING MACHINE

Wayvill, Chappell & Co.

## DESK RENOVATORS

National Wood Renovating Co.

## DICTIONARY STANDS

Union School Furnishing Co.

## DIPLOMAS

Educational Supplies Co.  
Metropolitan Supply Company

## DISINFECTANTS

Lewis, Samuel  
Palmer Company, The  
Robertson Products Co., Theo. B.

## DOMESTIC SCIENCE EQUIPMENT

Christiansen, C.  
Federal Equipment Co.  
Kewaunee Mfg. Company  
Mutschler Brothers Co.  
Peterson & Co., Leonard  
Pick & Co., Albert  
Sheldon & Co., E. H.

## DOOR CHECKS

Norton Door Closer Co.  
Sargent & Company

## DRAWING MATERIALS

Devoe & Reynolds Company

## DRAFTING ROOM FURNITURE

Christiansen, C.  
Kewaunee Mfg. Company  
Sheldon & Co., E. H.

## DRINKING FOUNTAINS

Ebinger Sanitary Mfg. Co., D. A.  
Imperial Brass Mfg. Company  
Nelson Mfg. Company, N. O.  
Rundell-Spence Mfg. Company  
Twentieth Century Brass Works

## ERASERS

Palmer Company, The  
Rowles Company, E. W. A.  
Weber Costello Co.

## ERASER CLEANERS

National Wood Renovating Co.  
Weber Costello Company

## FILING SYSTEMS

Index Visible, Inc.  
Shaw-Walker

## FIRE ESCAPES—SPIRAL

Dow Wire & Iron Works  
Standard Conveyor Company

## FIRE EXIT LATCHES

Sargent & Company  
Van Kannel Revolving Door Co.  
Vonnegut Hardware Co.

## FIRE PROOF DOORS

Dahlstrom Metallic Door Co.

## FIRST AID CABINETS

Johnson & Johnson

## FIREPROOFING MATERIALS

Asbestos Buildings Co.  
Republic Fireproofing Co.

## FLAGS

Annia & Company  
Chicago Canvas Goods & Flag Co.

## FLAG POLES

Chicago Canvas Goods & Flag Co.  
Nelson Mfg. Co., N. O.

## FLOOR CLEANING DEVICES

Kent Vacuum Cleaner Co.

## FLUSH VALVES

Haas Co., Philip

## FOLDING PARTITIONS

Wilson Corp., Jas. G.

## FURNITURE

American Seating Co.  
Cleveland Seating Co.  
Columbia School Equipment Works  
Columbia School Supply Company  
Economy Drawing Table & Mfg. Co.  
Empire Seating Co.  
Hendwood Bros. & Wakefield Co.  
Imperial Desk Company  
Inner Braced Seating Co.  
Kundt Company, The Theodor  
N. J. School Furniture Co.  
Peabody School Furniture Co.  
Rowles Co., E. W. A.  
Stafford Mfg. Company, E. H.  
Standard School Equipment Co.

## FURNACES

Hero Furnace Company, The

## GLOBES

Nystrom & Co., A. J.  
Weber Costello Co.

## GYMNASIUM APPARATUS

Medart Mfg. Co., Fred  
Naragansett Machine Company

## HEATERS

Hero Furnace Company, The  
Smith System Heating Co.  
Virginia School Supply Company

## HEATING SYSTEMS

Dunham Company, O. A.  
Webster & Co., Warren

## HEATING AND VENTILATING APPARATUS

Bayley Mfg. Company

## INK

Commercial Paste Company  
Rowles Co., E. W. A.

## INK WELLS

Squires Inkwell Company  
U. S. Inkwell Company

## JANITORS' SUPPLIES

Lewis, Samuel  
Palmer Company, The  
Robertson Products Co., Theo. B.

## KINDERGARTEN SUPPLIES

Charles Company, Thos.

## LABORATORY FURNITURE

Columbia School Supply Co.  
Kewaunee Mfg. Company  
Peterson & Co., Leonard  
Sheldon & Co., E. H.  
Wiese Laboratory Furniture Co.

## LABORATORY SUPPLIES

Central Scientific Co.  
Chicago Apparatus Co.  
Rowles Company, E. W. A.

## LANTERN SLIDES

Keystone View Company  
McIntosh Stereopticon Co.  
Underwood & Underwood

## LIGHTING FIXTURES

Beardslee, Chandler Mfg. Co.  
Lewis, Samuel

## LIQUID FLOOR HARDENER

Sonneborn Sons, L.

## LIQUID SOAP

Imperial Brass Mfg. Co.  
Robertson Products Co.

## LOCKERS

Armor Clad Mfg. Company  
Durand Steel Locker Co.  
Federal Steel Fixture Co.  
Medart Mfg. Co., Fred  
Naragansett Machine Company

## LOCKS—KEYLESS

Miller Keyless Lock Co., J. B.

## MACHINERY

American Woodworking Machinery Co.  
Oliver Machinery Company

## MANUAL TRAINING BENCHES

Columbia School Supply Co.  
Oliver Machinery Co.

Kewaunee Mfg. Company  
Sheldon & Co., E. H.

## MAPS

Nystrom & Company, A. J.  
Weber Costello Company

## MEMORIAL TABLETS

Russell & Sons Co., Albert  
Williams, Inc., John

## MICROSCOPES

Bausch & Lomb Optical Co.  
Spencer Lens Company

## MOTION PICTURE MACHINES

DeVry Corporation  
Victor Animatograph Co.

## PAINTS

Hockaday Company, The

## PAPER TOWELS

A. P. W. Paper Company  
Holden Patent Book Cover Co.  
Palmer Company, The  
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## PAPER TOWEL FIXTURES

Palmer Company, The

## PASTE

American Crayon Company  
Commercial Paste Company

## PENCILS

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Dixon Crucible Co.  
Faber, Eberhard

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Steger & Sons Piano Mfg. Co.

## PLAYER PIANOS

Steger & Sons Piano Mfg. Co.

## PLAYGROUND APPARATUS

Chicago Canvas Goods & Flag Co.  
Hill-Standard Company  
Medart Mfg. Co., Fred

## PLUMBING FIXTURES

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Clow & Sons, James B.  
Haas Co., Philip  
Hoffmann & Billings Mfg. Co.  
Imperial Brass Mfg. Company  
Nelson Mfg. Company, N. O.

Rundell-Spence Mfg. Company  
Speakman Co.

Twentieth Century Brass Works

## PORTABLE SCHOOLHOUSES

Alexander Lumber Company  
American Portable House Co.  
Armstrong Co., The  
Bossert & Sons, Louis  
Mershon & Morley  
Togan-Stiles Company, The

## PRINTERS

Conkey Company, W. B.

## PROGRAM CLOCKS

Landis Eng. & Mfg. Company  
Standard Electric Time Co.  
Thomas Clock Co., Seth.  
Time Systems Co.

## PROJECTION LANTERNS

Bausch & Lomb Optical Co.  
Enterprise Optical Mfg. Co.  
McIntosh Stereopticon Co.  
Spencer Lens Co.  
Victor Animatograph Co.

## RECORD SYSTEMS

Educational Supplies Co.  
Index Visible, Inc.  
Metropolitan Supply Co.  
Shaw-Walker  
Williams & Sons, Inc., C. F.

## SAVING SYSTEMS

American Banking Machine Corp.

## SCALES

Continental Scale Works

## SCENERY

Twin City Scenic Co.

## SCIENTIFIC APPARATUS

Central Scientific Company  
Chicago Apparatus Company  
Rowles Company, E. W. A.  
Schaar & Company

## SHOWERS

Ebinger Sanitary Mfg. Co., D. A.  
Hoffmann & Billings Mfg. Co.  
Speakman Co.

## SIGNAL SYSTEMS

Couch Co., Inc., S. H.

## SOAPS

Palmer Company, The

## SPRING HINGES

Lawson Mfg. Company

## SPRINKLER SYSTEMS

Grinnell Company, The

## STATIONERS

Blair Company, J. C.

## STEEL LUMBER

National Pressed Steel Co.

## STEEL PARTITIONS

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## SWEEPING COMPOUNDS

Lewis, Samuel  
Robertson Products Co., Theo. B.

## TABLES

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## TALKING MACHINES

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## THERMOMETERS

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## VENTILATING APPARATUS

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## VENTILATORS

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## VENTILATING SYSTEMS

Peerless Unit Ventilation Co., Inc.

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## WASTE PAPER BASKETS

American Vulcanized Fibre Co.  
Eric Art Metal Company

## WATER COLORS

American Crayon Co.

## WAX CRAYONS

American Crayon Co.

## WEATHERSTRIPS

Chamberlin Metal Weatherstrip Co.

## WINDOWS—ADJUSTABLE

Austral Window Co.  
Kawner Mfg. Company

## WINDOW SHADES

Hartshorn Co., Stewart  
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Whitcomb & Boyce

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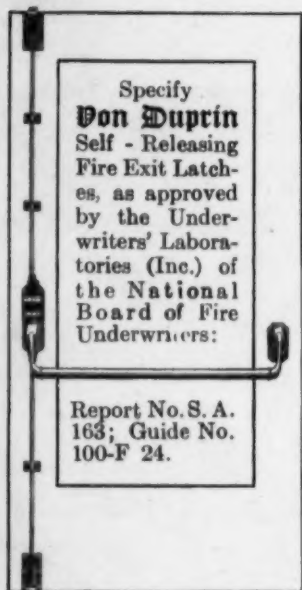
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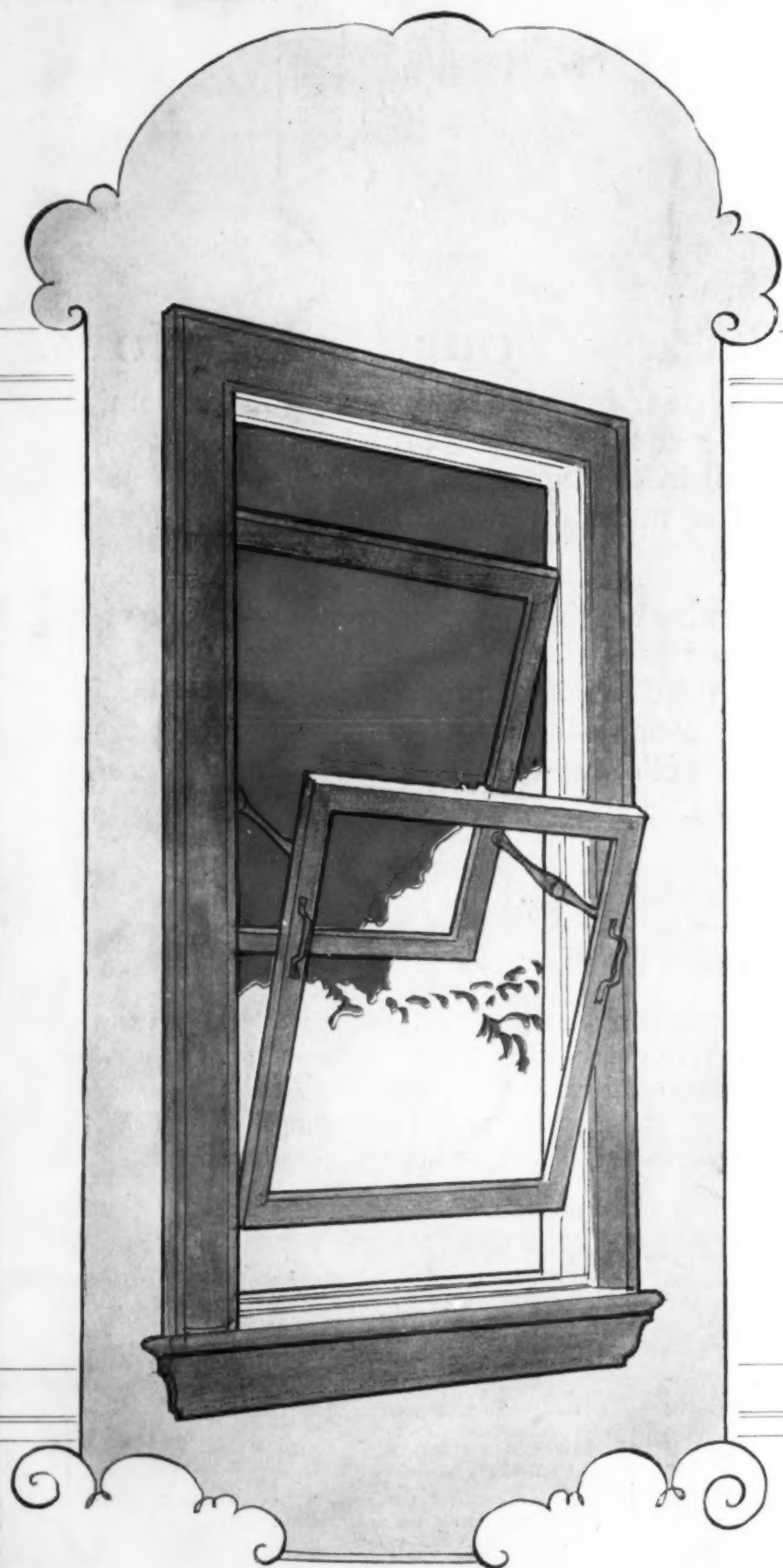
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